DOCUMENT RESUME

ED 294 806 SO 019 138

AUTHOR Solomon, Warren, Comp.
TITLE Missouri in the World: A Resource Guide for Social Studies.
INSTITUTION Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
SPONS AGENCY Danforth Foundation, St. Louis, Mo.
PUB DATE Jan 87
NOTE 133p.
AVAILABLE FROM Center for Educational Assessment, 403 South Sixth Street, Columbia, MO 65211 ($4.15).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

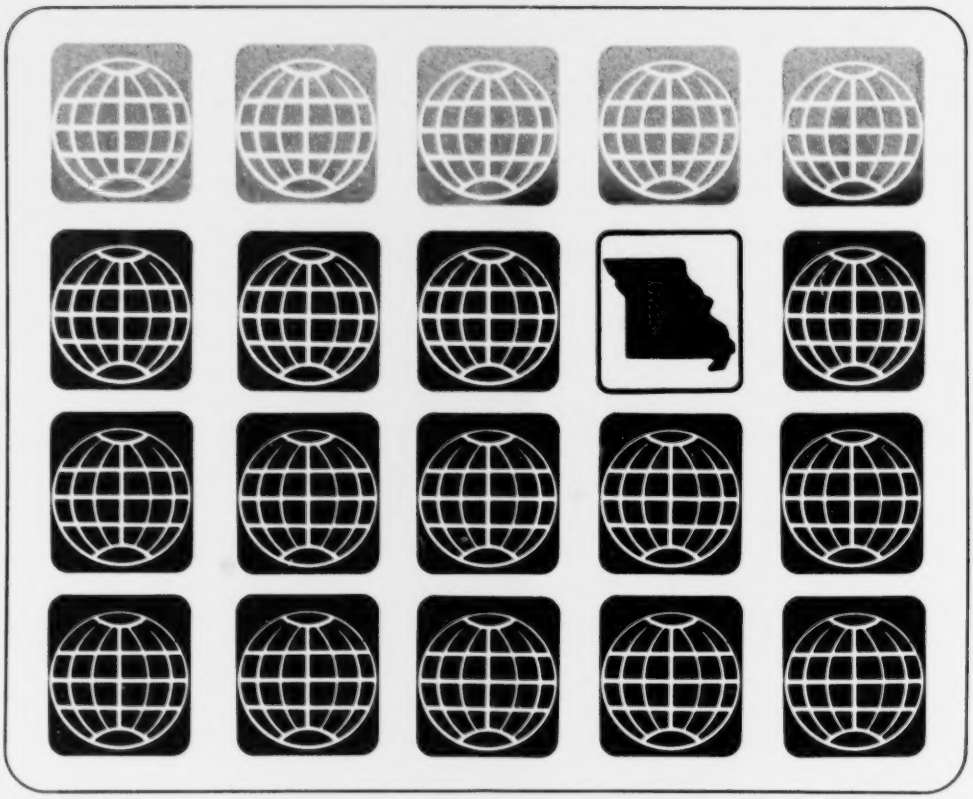
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Global Approach; Instructional Materials; *International Education; *Learning Activities; *Social Studies; State History
IDENTIFIERS *Missouri

ABSTRACT

This guide introduces students to important concepts about international relationships through classroom activities that should stimulate their curiosity. Chapter 1 discusses ways to integrate the guide with the Missouri state curriculum. Twenty activities in chapter 2 can be integrated into various social studies subjects. The format for the activities includes: (1) the purpose, grade level, subject, and unit; (2) the materials and resources; (3) strategies for conducting the activity; and (4) methods to modify the activity for different age levels. Examples of activities are using biographies to learn more about state personalities, tracing footsteps into the past, and learning from exchange students. Twenty-eight activity ideas for teachers to use in creating their own lessons are provided in chapter 3. Chapter 4 lists resources for teaching about the state and the world. Core competencies and key skills for Missouri schools are appended. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294806



Missouri in the World

a resource guide for social studies

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ROBERT BARTMAN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

January 1987

Missouri Department of Elementary & Secondary Education

Arthur L. Mallory
Commissioner of Education

SO 019 138

Missouri in the World

a resource guide for social studies

January 1987
Missouri Department of Elementary & Secondary Education
Arthur L. Mallory, Commissioner of Education

Table of Contents

Acknowledgments 5

Foreword 7

Chapter 1. The Missouri in the World Project 9

- Rationale 9
- Sponsorship 9
- Curriculum Implications 9
- How to Use the Book 10

Chapter 2. Activities 13

1. Digging into Biographies 15
2. Footsteps into the Past 17
3. Learning from Exchange Students 19
4. A Trunk from the "Old Country" 23
5. Relating Missouri to the World through Analogies 25
6. Global Pen Pals 27
7. Finding the World in Home, School & Community 31
8. The Newspaper: A Rich Resource 35
9. The Concept of Culture 43
10. Family Tree 45
11. U.S. Television Programs Seen around the World 51
12. Exploring the Missouri-World Link at the Local Library 55
13. Missouri's Cities of the World 61
14. How Far Can You Go on a Gallon of Gas? 63
15. Missouri and Japan 67
16. Interpreting Data: The Case of Agricultural Exports 73
17. The "J" Curve—The World Gets Smaller 79
18. Globe Makers 83
19. Maps—Shapers of Perspectives 85
20. Know & Grow: De-stereotyping Perceptions of Others 87

Chapter 3. Potpourri 89

Chapter 4. Resources 95

- National 95
  - National and International Organizations 95
  - Title VI National Resource Centers 95
  - Other Organizations 95
- State 96
  - State Government Agencies 96
  - Foreign Government Offices 96
  - Educational Organizations 97
  - Public Affairs Organizations 97
  - Museums and Historical Societies 99
  - Newspapers in the Classroom 99

Appendix 101

- Core Competencies and Key Skills for Missouri Schools—For Grades 2-10 (Social Studies) 101

Acknowledgments

Publication of *Missouri in the World* was made possible through the hard work and cooperation of many people. Ideas for the book and its content were compiled and written by Warren Solomon, curriculum consultant for social studies in the Missouri Department of Elementary and Secondary Education. Assisting Dr. Solomon were Jim Becker and Linda Wojtan with the Social Studies Development Center at Indiana University. Dr. Becker generously permitted *Indiana in the World* to serve as a prototype for this project. *Missouri in the World* was designed and edited by Nancy Bedan, publications editor at the Missouri Department of Elementary and Secondary Education.

The book could not have been completed without the enthusiastic support, ideas and suggestions of a large advisory committee. The advisory committee met four times, each time in a different location with different committee members present. Advisory committee members reacted to activity ideas from *Indiana in the World* and to drafts of this publication at their meetings and through correspondence.

Several advisory committee members and other individuals offered suggestions that were important in development of specific activities: Florence Becker, Parkway School District, and Karen Moore, Glenna Priday and Penny Hahs, Sikeston School District (Activity 1); Gloria Dalton, Parkway School District (Activities 2 and 4); Alan Backler, professor of geography, Indiana University (Activity 16); Judith McKenney, Columbia School District (Activity 18); and Rosa del Campo-Lyons, director, Area Office on Global Education, St. Louis (Activity 19). Special gratitude is extended to these individuals for their ideas and assistance.

Missouri in the World Advisory Committee

Susan Adler, Assistant Professor, Rockhurst College, Kansas City
John Anderson, High School Teacher, Columbia School District
Florence Becker, High School Teacher, Parkway School District
Donna Beestman, Director, Conference on Education, St. Louis
Barry Bergey, Missouri Cultural Heritage Center, Columbia
Beverly Bertolone, High School Teacher, Belton School District
Judy Booth, Elementary Teacher, Belton School District
Tami Lee Bopp, Middle School Teacher, Webster Groves School District
Chester Bowie, High School Teacher, St. Louis School District
Raymond L. Breun, Executive Director, Jefferson National Expansion Historical Association, St. Louis
Nancy Brown, Executive Director, Citizenship Education Clearinghouse, St. Louis
Jerome Buterin, Elementary Principal, St. Louis School District
Judith Chapman, Junior High Teacher, Jefferson City School District
Mary Conwell, Junior High Teacher, St. Louis School District
Weldon Cox, High School Teacher, Lindbergh School District
Gloria Dalton, Elementary Teacher, Parkway School District
Rosa del Campo, Director, Area Office on Global Education, St. Louis
Charles R. Depro, Social Studies Chairman, Sikeston School District
Sandra Diamond, Coordinator, Newspapers in Education, St. Louis Post-Dispatch
Alberta Dougan, Assistant Professor, University High School, Southeast Missouri State University, Cape Girardeau
Mary Lou Edwards, Elementary Enrichment Program Teacher, Camdenton School District
Erwin H. Epstein, Professor of Sociology, University of Missouri-Rolla
Ruth Anne Eubanks, Curriculum Director, Greater Kansas City Center for Economic Education, Rockhurst College
Michael Everman, Information Specialist, Missouri Cultural Heritage Center, University of Missouri-Columbia
Darlene Farmer, Junior High Teacher, Columbia School District
Judith France, Director, Center for Economic Education, Southeast Missouri State University, Cape Girardeau
Nancy Gerardi, Elementary Teacher, Columbia School District
Debbie Green, Specialist, International Marketing, Department of Agriculture, Jefferson City

Jack P. Grisham, High School Teacher, Cape Girardeau School District
Penny Hahs, Elementary Teacher, Cape Girardeau School District
Frank Hester, Social Studies Chairman, Liberty School District
Bill Higdon, Social Studies Chairman, Columbia School District
Linda Hutton, Junior High Teacher, Columbia School District
Linda Irvin, Junior High Teacher, Columbia School District
Larry Keisker, Area Supervisor, Missouri Department of Elementary and Secondary Education, Kansas City
Marianne Kurth, Agricultural Editor's Office, University of Missouri-Columbia
Cissy Lacks, Assistant Director, International Education Consortium, St. Louis
Barbara Lehman, Elementary Teacher, Clayton School District
Dennis Lubeck, Director, International Education Consortium, St. Louis
Sister Mary Mangan, Professor of History and Political Science, Webster University, St. Louis
LuAnn Madsen, The Missouri Bar, Jefferson City
Joan Marsch, Elementary Teacher, Jefferson City
Ron Marx, Elementary Principal, Clayton School District
Sarapage McCorkle, Associate Director, Center for Economic Education, University of Missouri-St. Louis
Lillian McDaniel, Junior High Teacher, Clayton School District
Judith McKenney, Elementary Teacher, Columbia School District
Geraldean McMillin, High School Teacher, Jefferson City School District
Karen Moore, Elementary Teacher, Sikeston School District
Jaydine Morton, Social Studies Coordinator K-6, Fort Zumwalt School District
Sherry Nielsen, Junior High Teacher, Camdenton School District
Gerty O'Leary, Executive Director of Interfaith Partnership, St. Louis
Dee Peach, Elementary Principal, Liberty School District
Manny Pedram, President, Global and Multicultural Education Center, Kansas City
Kathy Pierson, Assistant Director, Center for International Studies, University of Missouri-St. Louis
Glenna Priday, Elementary Teacher, Sikeston School District
Cheri Richardson, Elementary Teacher, Columbia Catholic School
Dennis Riche, High School Teacher, St. Joseph School District
Don Sartin, High School Teacher, Springfield School District
Madeleine Schmitt, Social Studies Supervisor, St. Louis School District
Betty Schuetts, Social Studies Department Chairman, Cape Girardeau School District
Sydell Shayer, President, League of Women Voters of Missouri, St. Louis
Eileen Sherrill, High School Teacher, Valley Park School District
Clifford Sloan, Junior High Teacher, Camdenton School District
Sandra Sloan, Junior High Enrichment Teacher, Camdenton School District
Tom Smallridge, Social Studies Coordinator, Raytown School District
Nan Stegall, Elementary Teacher, Jefferson City School District
Greg Stephens, High School Teacher, Independence School District
Debbie Stout, High School Teacher, Twin Rivers School District
Jim Sylwester, Associate Professor of History, Central Missouri State University, Warrensburg
Sandra Thompson, Elementary Teacher, Liberty School District
Jerry L. Voss, High School Teacher, Lee's Summit School District
Carole Ann Weeden, Middle School Teacher, Fort Zumwalt School District
Ann West, Director of Educational Services, The Kansas City Star Times, Kansas City
Raymond Wicks, Director of Development, St. Thomas Acquinas High School, St. Louis
Angie Wilson, Senior Export Promotions Specialist, Missouri International Business Office, Jefferson City
Alan Winkelmann, Director of Elementary Schools, Catholic School Office, St. Louis
Jean Wolff, Elementary Teacher, Clayton School District

Foreword

Currently, statistics tell us our nation and state are linked closely with the rest of the world:

•More than 7,000 U.S. corporations—some based in Missouri—have operations overseas.

•One in five Americans—including many Missourians—have jobs dependent on international trade.

•Forty percent of American farmland—Missouri farmland included—produces food for export.

As educators, we frequently are reminded that the communities of our state are part of the fabric of the larger nation and world. Exchange and immigrant students become members of our classes. We study events related to international issues. We explore Missouri's history and cultural heritage and inevitably learn about our connections to people, places and events in other parts of the world. Some of our school districts even have names with worldwide significance: Cairo, Canton, Carthage, Glasgow, Mexico, Normandy, Sparta, Strain-Japan, Versailles and Warsaw, just to name a few.

Missouri's ties to the world deserve our attention. Our students also need to understand their heritage and their current "place" in the world. *Missouri in the World* will help students investigate these linkages and at the same time provide opportunities to teach basic skills and research techniques.

We are pleased to make this book available to Missouri educators and are grateful to those who made its publication possible. They include teachers, professors, representatives of different state government offices, and community residents who served on writing committees. A generous grant from The Danforth Foundation funded the Missouri in the World Project. Special thanks are due Jim Becker and Linda Wojtan at the Social Studies Development Center, Indiana University, who shared their expertise.

Arthur G. Mallory

Missouri Commissioner of Education

Chapter 1.
The Missouri in the World Project

"It has been hard enough to try to prepare the nation's youth for responsive and responsible participation in local and national affairs. Now the system is asked to help young Americans become responsive and responsible citizens of an interdependent world. The new assignment would be ridiculous if it were not also imperative. Once again, in preparing to cope with interdependence, education is the 'most important subject we as a people are engaged in.'" —Harlan Cleveland

Rationale

In this age of satellite communications and foreign trade missions, most Missourians are aware of their ties to the world at large. Many of us can trace our family "roots" to other countries. Throughout the Show-Me State there is evidence that our heritage has been enriched by an array of other cultures. History tells us events oceans away have affected life in Missouri.

But Missourians and Missouri products also have shaped our world in ways both profound and subtle. For instance, Harry S. Truman, the only Missourian to serve as U.S. president, played a leading role in the global drama of World War II and the critical post-war era. Other examples of Missouri's influence on the world are not so well known. Probably few of us are aware that Napoleon's army used bullets made of lead mined in Missouri, or that Herman Jaeger of Newton County produced a hardy grape which saved vineyards in France from destruction by insects during the last half of the 19th century.

Interaction among Missourians and people from other nations and cultures has become increasingly frequent and significant in recent decades. This interaction—the result of tourism, church missions, international trade, professional conferences, improved communication, international politics, and educational and artistic exchanges—has widespread implications for the quality of life in the state and for the education of our youth.

Despite such trends, many of today's students are not adequately prepared for intercultural contact or membership in a global society. Fewer high school students, for example, are enrolling in world history and geography courses. Advanced foreign language classes remain scarce and small. Too many of today's students appear to be uninformed and unconcerned about people, places and events around the globe which may seem remote from their everyday lives, but which are affecting individual citiziens, our economy and our national security. Students, by and large, are not aware of the vast network that connects Missouri and other states with America's major trading partners—Japan, Canada, Mexico, Germany, Great Britain and others. If Missouri's future citizens are to grasp the significance of this global economic and social network and be ready to participate in it, educators must make it visible and concrete.

The goal of the Missouri in the World Project is to help teachers highlight the international activities of Missouri businesses and government, as well as civic, religious, cultural and artistic organizations. This resource guide was produced to assist teachers who want their students to learn how our economic well-being and personal growth are linked to people, cultures and events in other parts of the world.

Sponsorship

The Missouri in the World Project was sponsored by the Missouri Department of Elementary and Secondary Education in cooperation with the Social Studies Development Center at Indiana University. Financial assistance for the project was provided by The Danforth Foundation. Educators from Missouri elementary and secondary schools and colleges and universities, as well as others with expertise and interest in international education, were actively involved in the development of this guide. (See Acknowledgments.)

Curriculum Implications

Lessons in this guide were designed to support the mission of the social studies curriculum—educating students for the role of citizen. They strengthen the curriculum by adding a global

dimension to that role.

Missouri in the World introduces students to important concepts about international relationships in ways that should stimulate their curiosity. The book emphasizes "connected content," in which ideas, events and decisions from the past are linked to present-day issues, developments and trends. The lessons also focus on the connections among political institutions, economic institutions, and various places and regions. Teachers who use the activities with these goals in mind will help develop inquiring, growing human beings who are well prepared for their roles as citizens in a nation that has leadership responsibilities throughout the world.

How to Use This Book

Since the activities in this guide were written, the Missouri Department of Elementary and Secondary Education has published "core competencies and key skills," for grades 2-10, in the areas of language arts/reading/English; mathematics; science; and social studies/civics. These learning objectives were developed as a result of the Excellence in Education Act of 1985 and will form the basis of criterion-referenced tests that will be used throughout the state to assess students' academic progress.

Educators may use the lessons in this book to help teach the core competency objectives related to social studies. A complete list of the state-developed social studies objectives (grades 2-10) can be found in the appendix.

In Chapter 2, each activity includes State Core Competency Objectives which relate to that particular lesson. For illustration purposes, these references are given for Levels III, VI, VIII and X. Teachers should review the objectives at other levels as well.

Missouri's social studies objectives are organized around 22 general competencies:

Geography

A. Demonstrate knowledge of place geography.
B. Demonstrate an understanding of relationships between people and their surroundings.
C. Demonstrate an understanding of spatial relationships.
D. Use map-reading and map-making skills.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.
F. Understand how people's positions and experiences influence their views of events.

Government (Civics)

G. Understand and apply basic principles of our political system.
H. Understand basic institutions and processes of law making, law enforcement, and law interpretation.
I. Understand rights and responsibilities of citizens in democratic societies.
J. Understand processes by which citizens may help resolve disputes and influence policy making.
K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.
L. Apply analytic skills to political messages and discussions.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and tradeoffs.
N. Understand factors of production, their interrelationships, and how investment in them relates to productivity.
O. Understand economic relationships (flows of money, goods, and services) among households, businesses, financial institutions, labor unions, and government in this and other economic systems.
P. Understand relationships among supply, demand, price, and quantity of goods and services in market economics.
Q. Understand how a nation's level of output, income, employment, and distribution of income is determined.
R. Understand principles related to trade (personal, regional, or international).

Other Social Studies Competencies

S. Understand cause-and-effect relationships related to the behavior of individuals and groups.
T. Understand institutions and processes for meeting basic human needs.
U. Understand variations among cultures in their belief systems, institutions, and social structures.
V. Understand and use appropriate techniques for investigating social studies topics.

Here are some other tips for selecting lessons from this guide for use in the classroom:

•Scan Table 1 (pages 11 and 12) to find activities which appear to fit the grade levels, courses and units you teach.

•Skim the activities in Chapter 2. Each activity begins with a brief description of its purpose and the grade levels and courses for which it is appropriate.

•Scan the 28 additional activities that are described in Chapter 3, "Potpourri."

Specific information on adapting and teaching activities can be found in Chapter 2.

TABLE I

Relating *Missouri in the World* Activities to Your Classes

Activity	Grade Levels	Courses or Units	State Competencies*
1. Digging into Biographies	4-12	Missouri History	E, V
2. Footsteps into the Past	4-12	U.S. History, Missouri History, World History	E, V
3. Learning from Exchange Students	K-12	World Cultures, Geography, World History, Foreign Language, Extracurricular Activities	J, T, U, V
4. A Trunk from the "Old Country"	2-6	U.S. History, Missouri History, Community Units	E, F, S, T, U, V
5. Relating Missouri to the World through Analogies	4-12	Missouri History, U.S. History, Geography	E, V
6. Global Pen Pals	3-12	Geography, World Cultures, Language Arts, Foreign Languages	T, U
7. Finding the World in Home, School & Community	4-12	Geography, Economics, Sociology	A, B, C, D, N, R, T, U, V
8. The Newspaper: A Rich Resource	6-12	Any course	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, V
9. The Concept of Culture	4-12	World Cultures, U.S. History, Sociology, Anthropology	C, Q, R, S, T, U, V
10. Family Tree	3-12	U.S. History, Missouri History, Sociology, Geography	A, B, D, E, F, V
11. U.S. Television Programs Seen around the World	5-12	Geography, World Cultures, Sociology, Communications Units in Language Arts	A, C, D, F, S, T, U, V
12. Exploring the Missouri-World Link at the Local Library	K-6	Elementary School Studies of Other Cultures in Social Studies or Literature	Depends on the specific literature.
13. Missouri's Cities of the World	8-12	Missouri History, Geography, World History, U.S. History	A, B, C, D, E, F, V
14. How Far Can You Go on a Gallon of Gas?	4-12	Geography, Economics	D, M, P
15. Missouri and Japan	9-12	Geography, Economics, World Studies	A, D, G, Q, R, V
16. Interpreting Data: The Case of Agricultural Exports	6-12	Economics, Geography, Units on Missouri	A, Q, R, V

**These are the competencies listed on page 10.*

TABLE I *continued*

Activity	Grade Levels	Courses or Units	State Competencies*
17. The "J" Curve—The World Gets Smaller	4-12	World History, U.S. History, Missouri History, Sociology	A, B, C, D, E, F, N, Q, R, V
18. Globe Makers	4-6	Geography Units	A, D
19. Maps—Shapers of Perspectives	4-12	Geography, History, Area Studies	A, D, V
20. Know & Grow—De-stereotyping Perceptions of Others	3-8	Global Studies, Geography	T, U, V

**These are the competencies listed on page 10.*

Chapter 2.
Activities

The 20 activities in this chapter have a common format to make them easy to use.

First, the purpose of each activity is identified, followed by the grade levels and subjects or units for which it is appropriate.

Next are objectives which may be emphasized when teaching the activity. Related State Core Competency Objectives also are given. (See Appendix for a complete list of the State Core Competency Objectives for social studies, grades 2-10.)

After the objectives, the materials and resources needed for the activity are identified. In many cases, samples of materials, including handouts of reproducible quality, are provided.

Finally, strategies for conducting the activity are presented, and suggestions are made for modifying the activity for different age levels.

Teachers are advised to choose judiciously from the activities and teaching strategies presented in this book, selecting only those appropriate for the local instructional program. Current research on effective teaching provides a strong case for curriculum alignment, or in other words, for congruence among objectives emphasized, activities used, and assessment devices chosen or created.

To use a sailing analogy, research suggests maximum learning results when the destination (the objective) is made clear (to students), when progress is monitored regularly, and when different tacks are taken as necessary to stay on course. Because so many variables—local priorities, student age and needs, course content, etc.—are involved, the judgment and actions of a competent teacher remain the key to successful implementation of the activities which follow.

Digging into Biographies

Purpose ▶ To help students understand how people and events in other parts of the world have influenced famous Missourians and vice versa. Students will prepare reports and apply library research skills in the process.

Levels ▶ 4-12

Subjects/Units ▶ Missouri history.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Below are two objectives to consider. *Students will:*

1. Identify and describe how important men and women from various ethnic groups have contributed to the development of the United States and Missouri.
2. Use effective methods to investigate social studies topics, monitor progress and revise methods as needed.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: E-5; V-1, 2.
Level VIII: E-3; V-1, 2.
Level X: E-7; V-1, 2.

Resources ▶ ① Lists of famous Missourians, such as Mark Twain, Edgar Snow, John J. Pershing, George Washington Carver, Walt Disney, Grace Bumbry, Harry Truman, T.S. Eliot, Susan Elizabeth Blow and George Caleb Bingham. Sources for such lists are the indexes and pages of Missouri history textbooks like *The Heritage of Missouri* by Duane Meyer (St. Louis: River City Publishers, 1982), *Missouri: The Heart of the Nation* by William Parrish, et al. (St. Louis: Forum Press, 1980), and *Missouri's Black Heritage* by Lorenzo Green, et. al. (St. Louis: Forum Press, 1980). Another source, useful especially for elementary grades, is "Famous Missourians" in *Missouriana: A Resource Guide* (Jefferson City: Missouri Department of Elementary and Secondary Education and Missouri State Library, 1982), pp. 13-23. People at local historical societies may also have suggestions.

② A library and/or people to interview.

③ Note cards (3″ x 5″ or 4″ x 6″).

Strategies ▶ ① Write the names of three famous Missourians and three individuals from the class on the chalkboard. Ask the students what those names have in common and accept any answers they can justify. Point out that the most important answer, however, is that all of the people either are or have been Missourians. Then describe the life of one of the famous Missourians listed, emphasizing his or her accomplishments, including repercussions of those accomplishments that went beyond Missouri to the entire world. Make the story as interesting and dramatic as possible.

② Introduce the lesson's purpose and objectives, and inform the students that this lesson is a long-range assignment, which will be done, in part, outside the class. Student teams of two will investigate the life of one famous (or not-so-famous) Missourian using the library and other community resources. In the process, they will become more skilled in how to investigate a topic, and they will learn more about Missouri's numerous connections to the world.

③ Help the student teams select a person to investigate using indexes of Missouri history books or *Missouriana: A Resource Guide*. Allow students a fixed period of time to survey history books, *Missouriana* or the library to make certain the person they selected is indeed of interest to them.

④ Discuss with the students what would constitute a good report. Criteria and characteristics of the report would vary with the grade level and the students. The reports could take many forms, such as essays, dramatizations, oral reports, displays, student-made booklets or comic books for the library, and drawings depicting some important events in the life of the person. Make certain students understand the criteria for a good report so that they know exactly what is expected. Direct them to examine at least the following questions related to the person's life:

- What were the person's achievements?
- What struggles did the person have to contend with?
- How, if at all, was the person's life influenced by ideas or experiences from other countries?
- How, if at all, did the person's accomplishments have an impact beyond the borders of the United States?
- If that person hadn't lived, what would have been the difference?

⑤ Assist students with their reports, perhaps with the librarian's help, by teaching them what they need to learn about finding sources of information, collecting information, organizing ideas, and planning how to present ideas to others. Show students what to do in the library, and have them practice with guidance before they begin their independent study.

⑥ When students begin preparing to share their reports with their classmates, help them find ways to present their ideas clearly, such as pictures and maps. Remind them to focus on how, if at all, their Missourian was influenced by people, events and ideas from abroad, and how, if at all, their Missourian had an impact that extended beyond this nation.

Footsteps into the Past

Purpose ▶ To promote knowledge of the chronology of events in Missouri history using a variation on a time line.

Levels ▶ 4-12

Subjects/Units ▶ U.S. history, Missouri history or world history.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider. *Students will:*

1. Place historical events in sequence.
2. Explain cause-and-effect relationships among events.
3. Describe the significance of historical events.
4. Use library resources efficiently.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

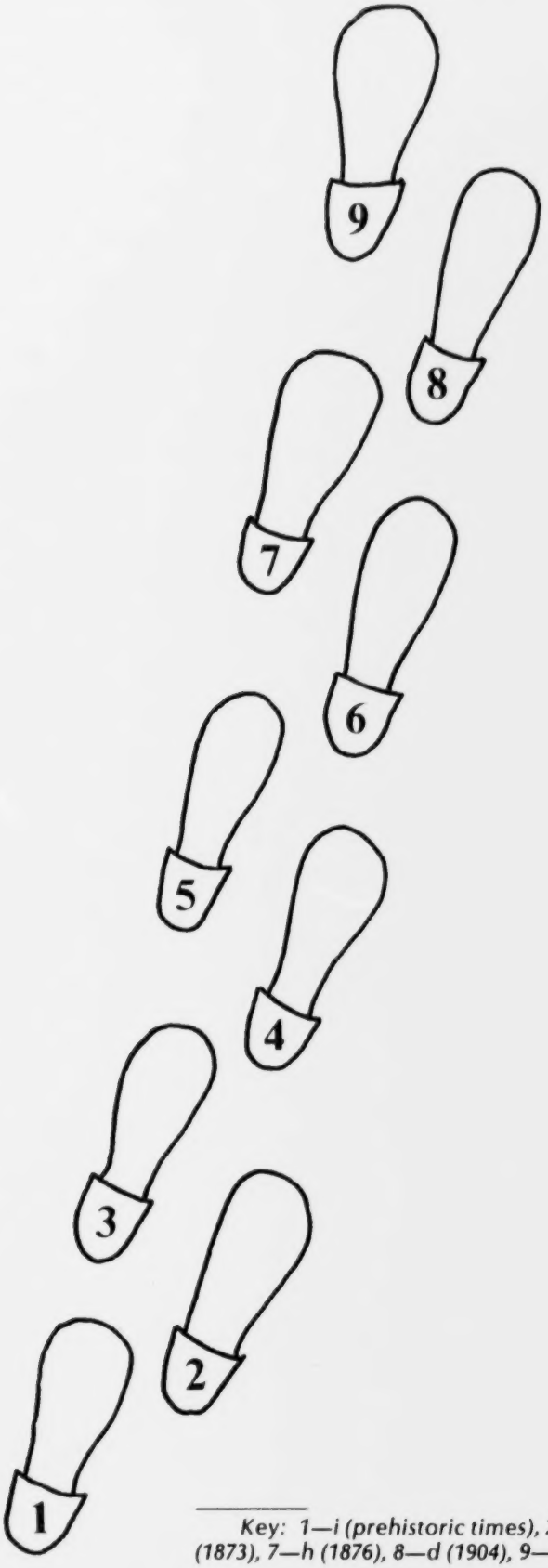
Level VI: E-1, 2, 5, 6; V-1.
Level VIII: E-1, 2, 3; V-2.
Level X: E-2, 3, 4, 5; V-1, 2.

Resources ▶ A sheet which is similar to "Footsteps into the Past" (page 18) and which identifies nine events related to the specific course. The events, listed in random order, should be examples of world events that affected Missouri or Missouri events that affected the world.

Strategies ▶ Students should be given the "Footsteps into the Past" handout and assigned the task of placing the events in proper sequence and determining their significance. The library may be the setting for this activity, because of the print resources available.

After students have completed this task, discuss with them a) the correct sequence, b) the importance of the events (e.g., "Which event would you rank as most important? Why?"), and c) the quality of the events as examples of Missouri-world interrelationships. Also, discuss with students what they learned about using reference materials efficiently and encourage them to share the tactics they found most useful in locating information.

If this activity is used after students have studied a significant amount of Missouri, U.S. or world history, the students could be asked to identify nine events and make "Footsteps into the Past" sheets for their classmates to use.



Footsteps into the Past

Below is a list of nine items. Each one is an important event in Missouri's history. Place the events in the order that they happened by printing the letter of the event in the correct numbered foot.

a. A French settlement is established in Ste. Genevieve

b. Susan Blow sets up first U.S. kindergarten (in St. Louis) after a visit to Germany

c. The Louisiana Territory is purchased from France

d. A World's Fair is held in St. Louis

e. James Milton Turner, former slave and Missourian, becomes ambassador to Liberia

f. John J. Pershing, a Missourian, leads U.S. forces in World War I

g. Marquette and Joliet explore Missouri

h. Samuel Clemens wrote *Tom Sawyer*, a book read all over the world

i. Prehistoric Indians lived in the area

Key: 1—i (prehistoric times), 2—g (1673), 3—a (1735), 4—c (1803), 5—e (1871), 6—b (1873), 7—h (1876), 8—d (1904), 9—f (1917-18).

Learning from Exchange Students

Purpose ▶ To expand students' understanding of other cultures as well as their own through discussions with foreign exchange students.

Levels ▶ K-12

Subjects/Units ▶ World cultures, world geography, area studies, world history, foreign language classes and extracurricular activities.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are five objectives to consider. *Students will:*

1. Compare how human needs are met in various cultures studied in class.
2. Compare institutions, belief systems and social structures of various cultures.
3. Explain how various facets of a culture relate to each other.
4. Conduct interviews effectively.
5. Plan and carry out group projects, working effectively with peers in the process.

Other objectives to examine include these State Core Competency Objectives for social studies:

Level III: J-2, 4; T-2; V-2.
Level VI: J-1; T-2, 4; U-1, 2; V-1, 2.
Level VIII: J-4; T-1; U-1, 2; V-1.

Resources ▶ Foreign exchange students. (They could be identified with assistance from the school system, colleges, churches or local organizations that sponsor exchange programs.)

Strategies ▶ A variety of strategies is possible. The two listed below may be combined into one.

① If the school is willing, some of its students may organize an International Day and invite exchange students within a reasonable driving distance to visit the school, speak to classes and answer questions. Improve the quality of the questions by having small groups of students meet in advance to generate them. Establish a schedule so that teachers who want students to visit their classes will know who is coming each period. At the end of the school day, a social gathering may be held to promote more communication among all students involved.

② If there are foreign exchange students in or near the local community, they may be invited to speak to individual classes. To prepare a class for the visit, take time to talk with students about the home country of their visitor. Ask the students what it would be like if they were to appear before a class in another country to talk to the students. (In fact, the visit of an American student to a classroom in another country might be simulated.) Have students write two or three questions they would like to ask their visitor to help stimulate discussion. On page 21 is a sample "reaction sheet" for students to complete after listening to the speaker. The sheet need not be collected but should help students collect their thoughts prior to a discussion.

After implementing one or both strategies, ask the students to write at least two new things they learned from the speaker and to share their thoughts. Engage them in a discussion about what they might learn if they were exchange students; what countries and cities they would like to visit; what they would like to do there; and what problems they think they would encounter.

Students may contact the following programs for information about student exchanges:

American Field Service
313 East 43rd Street
New York, New York 10017
Phone: (212) 661-4550

International 4-H Youth Exchange
International Relations
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, Maryland 20815
Phone: (301) 656-9000

Youth for Understanding International Student Exchange (YFU)
3501 Newark Street, Northwest
Washington, D.C. 20016
Phone: (202) 966-6808 or 1-800-TEEN-AGE

If possible, obtain a copy of *Cross Cultural Learning in K-12 Schools: Foreign Students are Resources* from:

National Association for Foreign Student Affairs
1860 19th Street, Northwest
Washington, D.C. 20009
Phone: (202) 462-4811

For more general information, obtain copies of—

Study and Teaching Opportunities Abroad from:

Consumer Information Center
Department 216 H
Pueblo, Colorado 81009

and *One Friendship at a Time: Your Guide to International Youth Exchange* from:

President's Council for International Youth Exchange and the Consortium for International Citizen Exchange
3501 Newark Street, Northwest
Washington, D.C. 20016

Learning from Exchange Students

Reaction Sheet

Complete these sentences with your reactions:

1. I enjoyed learning about _____

_____

2. I was surprised to hear about _____

_____

3. Life in the U.S. compared to the country of our visitor is _____

_____

4. The thing I would find most difficult about being an exchange student in another country is _____

_____

5. The thing I would enjoy most about being an exchange student in another country is _____

_____

6. Our school, compared to the school of our visitor, is _____

_____

7. Student exchange programs are _____

_____

_____

A Trunk from the "Old Country"

Purpose ▶ To advance students' knowledge about groups who immigrated to various places in Missouri. The lesson involves research and artwork.

Levels ▶ 2-6

Subjects/Units ▶ U.S. history, Missouri history, the community, and others.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are two objectives to consider. *Students will:*

1. Explain factors that caused families to immigrate to the United States.
2. Investigate a social studies topic using appropriate methods. (In this case, methods of interviewing people and drawing inferences from artifacts would be emphasized.)

Other objectives to examine include these State Core Competency Objectives for social studies:

Level III: E-4; F-1; T-1; V-1, 2.
Level VI: E-3; F-1; S-6; T-2; U-2; V-1, 2.

Resources ▶ ① A sheet of paper with a large trunk printed on it (see page 24) for each student.

② Adults from the students' families and the community to serve as resource people.

③ The school library.

Strategies ▶ ① Identify immigrant groups who have come to the local community and the dates of their main migrations. Students could survey their families and the local historical society for such information, or the teacher could supply the information.

② Give each student the "trunk" handout (see Resources, Item ①).

③ Instruct the students to try to determine what an immigrant family from a country of their choice would bring with them to the United States.

④ Before students begin their investigation, make certain each student has a nationality in mind and a date when the family came to the United States. They could make up a family name and use their own families or the families of friends as subjects for the research. With help from local churches or synagogues, they might contact people from ethnic groups different from their own, such as people who have recently arrived from Asia, Latin America or Eastern Europe. Their task would be to draw around the trunk a variety of items the family would probably have brought with them from "the old country." The drawings should be as realistic as possible. Students also should investigate the language, music, foods and other facets of the family's life in its native country and consider what adjustments family members faced in their new community.

⑤ On the day the assignment is due, students should share their artwork and answer questions about items "their" families brought to the United States. Students also may bring in their own family keepsakes, if their parents approve. As students report and answer questions, they should assume the role of a member of the immigrant family.

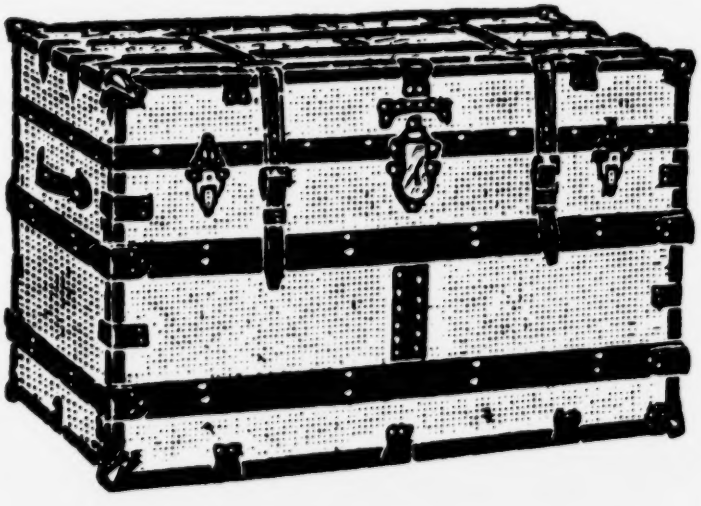
⑥ After the presentations, post the trunks in the room and discuss similarities and differences in the types of items the families brought with them.

NOTE: Students will benefit most from this activity if they consider the circumstances of the family that immigrated to the United States. What a Black from Africa would have brought as a slave would be considerably different from what a German Jewish violinist would have brought in the early 1930s. Factors to consider would be the wealth of the family, the date of the departure, whether the family had to flee suddenly, and so on.

Family Name _____

Emigrated from _____

Date _____



Relating Missouri to the World through Analogies

Purpose ▶ To promote an understanding of relationships between people and events in Missouri and those elsewhere. The activity involves completing and creating analogies.

Levels ▶ 4-12

Subjects/Units ▶ Missouri history, U.S. history, geography.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are two objectives to consider: *Students will:*

1. Relate historical events and people to one another.
2. Use library research skills efficiently.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: E-2, 5; V-1.
Level VIII: E-1, 2, 3; V-1, 2.
Level X: E-1, 2, 3, 4, 5, 6; V-1.

Resources ▶

① Sets of analogies for students to use as exercises.

② Books on U.S. history, Missouri history and geography.

Strategies ▶ ① Give students sets of analogies appropriate to the course, unit, and age level of the students. Instruct them to choose the word that makes a correct analogy, write it in the blank, and then be prepared to discuss the relationships shown in the analogies.

Here are a few examples of analogies:

1. Lewis: Clark:: Father Marquette: _____
   a. LaSalle
   b. Joliet
   c. Mark Twain
   d. Laclede
2. 1904: World's Fair:: _____ Louisiana Purchase
   a. 1803
   b. 1960
   c. 1821
3. Hermann: Germany:: Ste. Genevieve: _____
   a. Italy
   b. France
   c. Spain
   d. Great Britain

4. Missouri: Illinois:: Germany: _____
   a. Poland
   b. Spain
   c. France
   d. Romania

5. *Westliche Post:* Carl Schurz:: *St. Louis Observer:* _____
   a. Samuel Clemens
   b. Elijah P. Lovejoy
   c. Joseph Smith
   d. Harry Truman

6. Petroleum: Saudi Arabia:: _____ : Missouri
   a. Cheese
   b. Fish
   c. Copper
   d. Lead

7. English: Jefferson City:: _____ : Tokyo
   a. German
   b. Chinese
   c. Japanese
   d. French

8. Scott Joplin: "Maple Leaf Rag":: W.C. Handy: _____
   a. "Fifth Symphony"
   b. "St. Louis Blues"
   c. "Turkey in the Straw"
   d. "Thriller"

9. Hamburger: U.S.A.:: Eggroll: _____

10. Kansas City: St. Louis:: _____ : Suwa
    [Suwa, Japan is sister city to St. Louis.]

Key: 1. b, 2. a, 3. b, 4. a, 5. b, 6. d, 7. c, 8. b, 9. China, 10. Kuroshiki

Using their textbooks or other resource books, students could seek answers to such questions. In discussion, point out how those analogies illustrate the fact that Missouri has international connections.

② Once students become familiar with such exercises, have them make up similar analogies to use with their classmates for review and investigation. The analogies could explore all sorts of topics including geography, government, trade and various aspects of culture.

Global Pen Pals

Purpose ▶ To help students understand other cultures by corresponding with pen pals.

Levels ▶ 3-12

Subjects/Units ▶ Geography and world cultures, language arts and foreign language.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are three objectives to consider: *Students will:*

1. Become more curious about other cultures.
2. Communicate ideas clearly to others.
3. Compare major features of the cultures being studied to their own culture.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level III: T-2.
Level VI: T-2, 4; U-1, 2.
Level VIII: U-1.
Level X: T-1; U-1, 2.

Resources ▶ ① Addresses of pen pals. For addresses of organizations that can help in obtaining pen pals' addresses, write for a copy of "Pen Pals and Other Exchanges," including a stamped envelope, to:

International Center on Children's Cultures
UNICEF
331 East 38th Street
New York, New York 10016
(212) 686-5522

NOTE: Since there is a charge for each pen pal address and a postage expense for each letter, participation in this program might be made optional unless school district funds or other funds are available.

② Copies of "Helpful Tips for Good Letter Writing" (pages 29 and 30) for distribution to class members.

③ A supply of aerograms or airmail stationery.

④ A roll of pennies, other coins, or stickers to enclose with letters, but not in aerograms.

Strategies ▶ ① A pen pal program should be initiated early in the school year. Explain to the students that the program will have costs: obtaining pen pal names, stationery and postage. Students might be asked to calculate the costs and organize a plan to raise the necessary funds for the project. Have students sign up to participate in the program, order pen pal names and addresses, and commence the modest fund-raising effort.

② When addresses arrive, make a master copy and distribute individual addresses to students with boys writing to boys and girls writing to girls.

③ Organize students into teams of two to five students, who assist each other in the letter-writing activities.

④ Distribute a copy of "Helpful Tips for Good Letter Writing" (pages 29 and 30) to each student. Have student teams generate lists of additional ideas about what they might include in their letters.

⑤ Using a chalkboard, overhead projector or bulletin board, show students the proper form for addressing envelopes and for beginning and concluding letters.

⑥ After students have drafted a letter to their pen pals, using pencil on lined paper, team members should read each others' letters and offer constructive suggestions. Emphasize, among other things, the need for proper spelling and punctuation and neat handwriting.

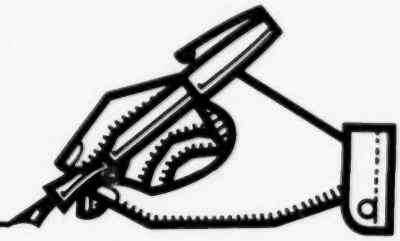
⑦ Examine the draft letters and return them with positive suggestions. Distribute light-weight stationery or aerograms, and have students write their letters in ink.

⑧ After team members have examined the addresses to make certain they are legible and accurate, collect the letters for mailing.

⑨ As students receive replies, ask them to share the letters with the class. Use a globe or other world map to find locations of student pen pals, and ask students for permission to display their pen pals' letters on the bulletin board. The display can be made more attractive by connecting the letters to their points of origin on a flat world map with colored yarn.

⑩ From time to time, as replies are examined, discuss with the students what they are learning from this activity that they cannot find in their textbooks and how, as the activity ensues, they could learn even more. Among other things, they should be gaining insight into how their lives would be similar and different if they were born and reared in another culture. Encourage them to note aspects of their pen pals' lives that are appealing and to consider what they would enjoy doing with their pen pals, either at their own homes or at the pen pals' homes. Encourage them to identify any major difference between growing up in Missouri and growing up in the pen pals' countries. Students might discuss these questions as teams and as a total class.

Helpful Tips for Good Letter Writing



How to Write

1. Write neatly and clearly, especially the address of your pen pal, because mail carriers in some areas are not familiar with romanized letters.

2. Keep in mind your pen pal will probably be reading in a foreign language.

3. Do not use abbreviations except for "Mr." or "Mrs." on the address.

4. State whether you are male or female because in some cases feminine and masculine names are not easily recognized by people of other cultures.

5. If writing to Far East countries, keep in mind that their family names are often written first, followed by one or two given names.

6. Be certain to enclose your return address on both the envelope and letter.

7. Use "Mr.," "Miss," or "Mrs." on the envelope address as a sign of respect.

8. Avoid any slang or colloquial expressions that may be difficult for pen pals to understand.

9. Avoid bragging or looking down on people.

10. Exchange lightweight materials to keep postage costs low. Don't send valuable items or anything you wish returned.

What to Write

1. Write about your physical self and, if possible, enclose a photo.

2. Describe your home, neighborhood and school.

3. School calendars, hours and extracurricular activities vary, so tell about yours.

4. Write about any pleasant relationships you have with others that you feel would be of interest to your pen pal.

5. Feel free to discuss sports, for they have a nearly universal appeal.

6. Mention your hopes and aspirations (what you wish to be).

7. Tell how you spend your free time and weekends.

8. Write about vacations you have taken and places you have visited. State if you have been outside America.

9. Mention the school subjects you are taking and which you like best.

10. State how nice it is to meet people outside your culture and how you hope this friendship will grow.

11. Since climate and seasons vary considerably around the world, tell about your climate and weather. A simple thing like snow may be something unusual to people in warm climates.

12. Everyone eats, so write about what you typically have during meals.

13. If you work or babysit, write about your job.

14. Almost everyone has a pet or likes pets, so tell about yours and about its care.

15. Holidays and celebrations are common to every culture. Tell about yours and what you do.

Adapted from material developed by Robert Carroll, Director of the Afro-Asian Center, C.P.O., P.O. Box 337, Saugerties, New York 12477.

Finding the World in Home, School & Community

Purpose ▶ To help students identify ideas and products from other countries in their immediate environment. A variety of inventory strategies will be used.

Levels ▶ 4-12

Subjects/Units ▶ Geography, economics and sociology.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider: *Students will:*

1. Locate places on globes and world maps and explain spatial interactions between those places and Missouri.
2. Describe with examples how Missouri is part of an interdependent system of international trade involving both products and ideas.
3. Use effective methods to investigate social studies topics, monitor progress and revise methods as needed.
4. Communicate ideas learned in a clear, creative manner.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-4, 7; C-2; D-1, 2, 4, 5; N-1, 2, 3; R-1, 2; T-2; V-1, 2.
Level VIII: A-2, 3, 4, 6; C-2; D-1, 2, 3; N-2, 3; T-1; U-1; V-1, 2, 4.
Level X: A-2, 3, 4, 5, 6; B-3; C-1; D-1, 2, 3; R-1, 2; U-1, 2; V-1, 2.

Resources ▶
① Family members.
② Home, school and community.
③ Newspapers.
④ The library.
⑤ Several blank, paper, wall maps on which students may mark.

Strategies ▶ A variety of inventories may be conducted to help students discover how Missouri is connected to the world. More types of inventories are suggested here than any class should attempt. Choose those you wish to conduct on the basis of time constraints, unit objectives, community resources and student interest.

Following are items that may be inventoried:

1. Origins of students' families.
2. Locations abroad where students' relatives live.
3. Places abroad where students have traveled.
4. Places abroad producing products—clothing, automobiles, appliances, foods, etc.—that students or their families own.
5. Places abroad producing products or equipment used in the school.

6. Places abroad from which local stores purchase products they sell or use as capital in their businesses.
7. Places abroad where local industries sell products.
8. Restaurants in the local community serving dishes from other countries.
9. Organizations in the local community that have branches elsewhere, including youth organizations, service clubs, churches, etc.
10. Origins of automobiles on the school's parking lot.
11. Origins of people in the local community. (The U.S. Department of Commerce produces *General Social and Economic Characteristics* for each state, a publication which provides data on country of origin of residents in local communities in the state.)
12. Newspaper articles originating in other countries or newspaper ads related to other countries.
13. Origins of parts in common products like bicycles, VCRs and automobiles. (Dealers might be helpful.)
14. Books in the local library about, or with settings in, other countries.

Students may play a major role in deciding what to inventory and how to do so. They should also play a major role in deciding how to organize and display the results and how to share the information with others in the community.

Consider illustrating results by using maps and bright colored yarn to show origins of families, products or other items, or by creating various types of graphs (pie, bar, line, etc.).

To illustrate how connected Missouri actually is to the world, the following humorous, somewhat-dated essay by Ralph Linton (pages 33 and 34) may be read to or by the students if appropriate to the particular course and the maturity of the students. Students may plot locations of items described in the article on maps.

"One Hundred Percent American"

*by Ralph Linton**

There can be no question about the average American's Americanism or his desire to preserve this precious heritage at all costs. Nevertheless, some insidious foreign ideas have already wormed their way into this civilization without his realizing what was going on. Thus, dawn finds the unsuspecting patriot garbed in pajamas, a garment of East Indian origin, and lying in a bed built on a pattern which originated in either Persia or Asia Minor. He is muffled to the ears in un-American materials: cotton, first domesticated in India; linen, domesticated in the Near East; wool from an animal native to Asia Minor; or silk, whose uses were first discovered by the Chinese. All these substances have been transformed into cloth by methods invented in southwestern Asia. If the weather is cold enough, he may even be sleeping under an eiderdown quilt invented in Scandinavia.

On awakening, he glances at the clock, a medieval European invention,. . .rises in haste, and goes to the bathroom. Here, if he stops to think about it, he must feel himself in the presence of a great American institution. . .But the insidious foreign influence pursues him even here. Glass was invented by the ancient Egyptians, the use of glazed tiles for floors and walls in the Near East, porcelain in China, and the art of enameling on metal by Mediterranean artisans of the Bronze Age. Even his bathtub and toilet are but slightly modified copies of Roman originals. The only purely American contribution to the ensemble is the steam radiator.

In this bathroom, the American washes with soap invented by the ancient Gauls. Next, he cleans his teeth, a subversive European practice which did not invade America until the latter part of the eighteenth century. He then shaves, a masochistic rite first developed by the heathen priests of ancient Egypt and Sumer. The process is made less of a penance by the fact that his razor is of steel, an iron-carbon alloy discovered in either India or Turkestan. Lastly, he dries himself on a Turkish towel.

Returning to the bedroom, the unconscious victim of un-American practices removes his clothes from a chair, invented in the Near East, and proceeds to dress. He puts on close-fitting tailored garments whose form derives from the skin clothing of the ancient nomads of the Asiatic steppes and fastens them with buttons whose prototypes appeared in Europe at the close of the Stone Age. This costume is appropriate enough for outdoor exercise in a cold climate, but is quite unsuited to American summers, steam-heated houses, and Pullmans. Nevertheless, foreign ideas and habits hold the unfortunate man in thrall even when common sense tells him that the authentically American costume of G-string and moccasins would be far more comfortable. He puts on his feet stiff coverings made from hides prepared by a process invented in ancient Egypt and cut to a pattern which can be traced back to ancient Greece and makes sure that they are properly polished, also a Greek idea. Lastly, he ties about his neck a strip of bright-colored cloth which is a vestigial survival of the shoulder shawls worn by seventeenth-century Croats. He gives himself a final appraisal in the mirror, an old Mediterranean invention, and goes downstairs to breakfast.

Here, a whole new series of foreign things confronts him. His food and drink are placed before him in pottery vessels, the popular name of which—china—is sufficient evidence of their origin. His fork is a medieval Italian invention and his spoon a copy of a Roman origin. He will usually begin the meal with coffee, an Abyssinian plant first discovered by the Arabs. The American is quite likely to need it to dispel the morning. . .Whereas the Arabs took their coffee straight, he will probably sweeten it with sugar, discovered in India, and dilute it with cream, both domestication of cattle and the techniques of milking have originated in Asia Minor.

---

*Opening Doors: Contemporary Japan. *New York: The Asia Society, 1979, pp. 143-44. (Permission to use this granted by the Asia Society.)*

If our patriot is old-fashioned enough to adhere to the so-called American breakfast, his coffee will be accompanied by an orange, domesticated in the Mediterranean region, a cantaloupe, domesticated in Persia, or grapes, domesticated in Asia Minor. He will follow this with a bowl of cereal made from grain, domesticated in the Near East and prepared by methods also invented there. From this, he will go on to waffles, a Scandinavian invention, with plenty of butter, originally a Near-Eastern cosmetic. As a side dish, he may have the egg of a bird, domesticated in southeastern Asia, or strips of the flesh of an animal, domesticated in the same region, which have been salted and smoked by a process invented in northern Europe.

Breakfast over, he places upon his head a molded piece of felt, invented by the nomads of Eastern Asia and, if it looks like rain, puts on outer shoes of rubber, discovered by the ancient Mexicans, and takes an umbrella, invented in India. He then sprints for his train—the train, not the sprinting, being an English invention. At the station, he pauses for a moment to buy a newspaper, paying for it with coins invented in ancient Lydia. Once on board, he settles back to inhale the fumes of a cigarette invented in Mexico or a cigar invented in Brazil. Meanwhile, he reads the news of the day, imprinted in characters invented by the ancient Semites by a process invented in Germany upon a material invented in China. As he scans the latest editorial, pointing out the dire results of our institutions of accepting foreign ideas, he will not fail to thank a Hebrew God in an Indo-European language that he is one hundred percent (decimal system invented by the Greeks) American (from Americus Vespucci, Italian geographer).

The Newspaper: A Rich Resource

Purpose ▶ To expand student understanding of present-day links between Missouri and the world, using the newspaper as a resource. Students will evaluate how effectively various newspapers serve as resources for understanding world events. Four lesson alternatives are presented.

Levels ▶ 6-12

Subjects/Units ▶ A unit on newspapers or any social studies course that covers current events.

Objectives ▶ These lessons could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider: *Students will:*

1. Relate events of the world to happenings in Missouri.
2. Determine the significance of world events and justify the positions.
3. Read newspapers more effectively and critically.
4. Develop the "newspaper-reading" habit.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-7; C-2; D-1, 3; K-1; L-1, 2; M-1; P-1; R-2; V-1, 2.
Level VIII: A-6; B-1; C-2; D-1, 2, 3; I-2; J-1, 3, 4, 5; L-1, 2, 3, 4; M-1; N-1, 2, 3; P-1; Q-1; V-1, 2.
Level X: A-2, 3, 4, 5, 6; B-1, 2, 3; C-1; D-1, 2, 3; E-6; F-1; G-1, 3, 4; H-5; I-5; J-4; K-1; L-1, 2, 3, 4; M-1, 2; N-1; O-1, 4; P-1, 2, 3, 4, 5, 6; Q-1, 2, 3; R-1, 2; V-1, 2.

Activity 8/Alternative Lesson A: Newspaper Stories—One Tool to Learn about the World

Resources ▶ ① A newspaper.

② An atlas.

③ One or both of these handouts: "Analyzing News Stories" (page 40) and "Questions about Newspaper Stories" (page 41). Teachers should adapt the handouts for their courses and grade levels.

Strategies ▶ ① Review or introduce students to these newspaper basics:

Dateline: The place where the story (or picture) originated. The real subject of the story might be somewhere else—for example, a story from Hong Kong about economic developments in China.

News story: A factual report of a happening. Written in **inverted pyramid** style, it usually outlines its main points in the **lead.** (When stories are written in inverted pyramid style, the most important information is given first and conveys a sense of

immediacy. The lead, the first paragraph of the story, usually answers the questions who, what, when, where, why and how.)

Editorial page: A place for expressions of opinion or for the interpretation of news reported elsewhere in the paper. This is done by means of **editorials, columns, cartoons** and **letters to the editor.**

Wire services: Organizations for gathering and disseminating news from all over the world. Associated Press (AP) and the United Press International (UPI) are the chief news services of this country. Reuters is the chief British news service.

Advertisement: Advertisements are the principal financial support of daily newspapers. There are two categories: **display** and **classified.**

② Divide the class into groups of about five students.

③ Ask each group to work with a different news article, one that pertains to some connection between Missouri events and world events.

④ After reading, discussing and analyzing its article using the handouts as study guides, each group should make an oral presentation to the rest of the class.

⑤ As a follow-up, ask all students to bring in an article on some event or aspect of a foreign country that would affect them. Many students will bring in articles on similar topics. Group the students according to article topics. Follow the procedure described above.

Activity 8/Alternative Lesson B: Investigating the Extent to Which World News Is Covered in Missouri's Press

Resources ▶

① Maps of the world on the bulletin board. The maps should be ones on which students may mark. Have one map for each newspaper used (see below).

② Five or more days of each of the following types of newspapers:

a. The local newspaper.

b. One or more Missouri metropolitan newspapers from St. Louis or Kansas City.

c. One or more newspapers with national circulations, such as the *Wall Street Journal, USA Today, Christian Science Monitor,* or the *New York Times.*

③ 3" x 5" cards.

Strategies ▶

① To introduce the activity, have students discuss a question like this: "Suppose we have two people in our community, both of whom learn about the world mainly from newspapers. Would it matter which paper they read?"

② Indicate that in this activity the class will investigate the question of how well informed a person could be using the newspapers available in the local community. (This activity may be expanded to include other media, such as radio and television.)

③ Explain procedures for the study:

a. Students will be organized into groups, each of which will examine one newspaper for a set of days. (The days may be consecutive or spread out over a longer period of time, such as every Wednesday for five weeks.)

b. Each group will study its papers, collecting information for an oral report to be given to the class at some designated time. The report should indicate what the group learned through its inquiry guided by exercises/questions like these:

(1) Rank the regions of the world according to the amount of news coverage they received in the papers you examined. Regional divisions of the world such as these could be used. Western Europe, Eastern Europe, Soviet Union, Asia, North Africa, sub-Saharan Africa, Canada, Latin America and the Middle East. (Students should show their findings on their maps or on charts they draw.)

(2) Review these articles about other countries and list the titles of stories that might have some relationship to the local community. (These titles should be placed on 3″ x 5″ cards with dates and page numbers to help make the next questions easier to handle.)

(3) Categorize (perhaps by sorting) those articles by the types of events with which they deal (e.g., wars, economic problems, human rights issues, natural disasters, and so on).

(4) Select three articles that deal with global issues which you believe are most important. (Your group should be prepared to justify its choices.)

(5) To what extent do you believe your newspaper has provided you with adequate information on those key issues?

(6) How well does your group's newspaper inform you about the world in which you live? Explain your answer.

④ Have students assemble in their groups, give them a newspaper, and have them discuss how they will collect and tally information related to the six exercises/questions above.

⑤ On the next day, have students from the various groups discuss how they might improve their investigative procedures. Give them the day's paper for their group and move from group to group to help them with their work as needed.

⑥ On subsequent days of the activity, step 5 may be repeated, if needed, or students may simply be given the assigned newspapers for their groups. Students will need some class time to conduct their analyses, especially at the outset, although part of the task might be done outside school hours.

⑦ Prior to the day(s) when students give their reports, discuss with them criteria for a good report. Among other things, students should be encouraged to use their maps to give a visual picture of what parts of the world get most emphasis.

⑧ After the students' presentations, discuss questions like these: What important ideas have you learned from this activity? What evidence do you have to support your conclusions? How do you react to what you have learned? Do you think Americans are as well served by their newspapers as they should be? How, if at all, will the experience of this activity influence your newspaper-reading habits?

Activity 8/Alternative Lesson C: World Events Described in Newspapers—Their Impact on Us

Resources ▶ Today's newspaper.

Strategies ▶ ① You might introduce the lesson with a statement like this: "Have you ever thought about how some event that occurs elsewhere in the world could affect us here? For example, there may be a student who might have been in this classroom who was never born because the person who would have been her great-grandfather was killed in France in World War I seventy or more years ago. Moreover, one single event set into motion other events that swiftly led to that war: A Serbian terrorist shot Franz Ferdinand, Archduke of Austria. Suppose the terrorist's bullet would have missed its target. You might have had a friend you will now never have the opportunity to meet."

② Explain the objectives and purpose of the lesson. The purpose should include the idea of learning how faraway events might affect us here in our state of Missouri. As a result of the lesson, students should be more aware of how our lives are connected to events that happen elsewhere.

③ On the chalkboard, draw the following continuum:

0	5	10
No impact on people in Missouri likely		Much impact on people in Missouri likely

Explain how to locate an event on the continuum. For example, if Russia and the United States would engage in a nuclear war, that event would be marked at 10 on the continuum; whereas, the fact that Frankfort beat Dusseldorf in a soccer match would probably be marked as a 0.

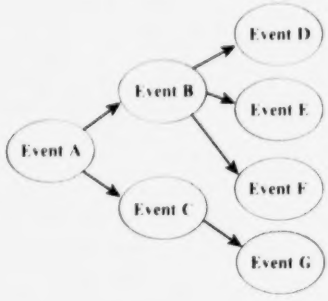
④ Divide students into teams of two and give each team an international news article clipped from that day's paper. Have the students read the article, write the headline on the chalkboard, and prepare to explain it to their classmates.

⑤ Have each student team number its headline, starting with 1, and explain to the class the event discussed in the article. After the presentation, students should write the number of the headline on the line above the continuum where they would place it. For example, here's a headline from the July 11, 1984, *Christian Science Monitor:* "As U.S., Soviets Talk, Chemical Weapons 'Club' Grows," and here's how one student team might have marked the continuum:

	(1)	
0	5	10
No impact on people in Missouri likely		Much impact on people in Missouri likely

⑥ After all articles have been explained and their numbers placed on the continuum, have students discuss the rankings with each other in small groups.

⑦ Conclude by having the class discuss which article describes an event most likely to affect them. Students should be pressed to describe the causal relationships they are predicting. Causal relationships may be shown as follows:



Event A would refer to the event cited in the newspaper article, the other events would be consequences the students predict would follow from Event A.

Activity 8/Alternative Lesson D: Discovering Local Community-World Linkages through Newspaper Ads

Resources ▶ Local newspapers.

Strategies ▶

① Give each student an advertisement from a local newspaper.

② Ask students to look at their ads and determine, if possible, whether the goods or services advertised relate *in any way* with other parts of the world.

③ Discuss with students any of the local community-world linkages they can think of from their ads.

④ The students individually, or in groups, could then make a collage of any ads they find in their daily newspaper showing local community-world linkages.

⑤ Display the completed collage(s) and have students discuss ways their locale is linked to the world. These are possible discussion questions:

- In what categories can we place these links to the world?
- Why do we have these links to the world?
- Which are the most important to you? To your parents? To businesses? Farmers? Workers? Professional people?
- Which links affect the most people? How are the people affected? Is it a positive or a negative effect? Explain your answer.

NOTE: In some small communities the local newspaper might not have sufficient ads for purposes of this activity. In such a case, it would make sense to use a paper from a nearby metropolitan area. As a follow-up to this activity, consider carrying out a similar effort with a foreign newspaper. Some big cities have newspaper stores that sell foreign papers, and some foreign-language teachers subscribe to them.

Analyzing News Stories—Level I

Title of News Article: _____

Newspaper, its date, page on which article is found: _____ ,

_____ , _____ .

WHO is involved in the story? (Indicate not only the individuals, but also the countries, if appropriate.) _____

_____

WHAT happened/is happening? _____

_____

WHEN did the event take place? _____

WHERE did the event take place? (Identify on a map of the world the location of the events and the countries involved.)

_____

WHY did the event take place? What events led up to it? _____

_____

_____

HOW did the event occur? _____

_____

_____

SO WHAT? How does the event affect people? Which people? Us? Are the consequences of the event good, fair, just? If you were in the position of someone directly affected by the event under consideration, how would you react? Is there some special significance to this story? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

On the other side of the sheet, summarize the article with a drawing, cartoon or comic strip.

Questions about Newspaper Stories

Here are some general questions which may be used to reveal the global links in many newspaper stories:

1. What is this story about? (main point) _____

2. About which country was it written? Where was it written? (Not always the same.) _____

3. Identify any words you don't quite understand that seem important. They are _____, _____, _____. (Try to figure out their meaning from context, but if necessary, look up the word.)

4. Does the story relate to some question which is of interest to all of us? (energy, travel, etc.) _____

5. With regard to that broad subject, compare and contrast the situation in that country (as shown in the article) with that in your own home town. _____

6. Do you need more facts in order to understand fully what the story is saying? Is it important for you to understand it? _____

7. Who will be affected by the events in this story? Will some people be affected more than others? Some now, some later? No one? _____

8. Would it be desirable if the outcome (or probable outcome) of the events in this article were different? _____

9. Looking into the future, can you predict any headlines, articles or advertisements that might appear as a result of the event discussed in the story? Where in the newspaper would such items probably be found— the news section, editorial section, business section, advertisements? _____

The Concept of Culture

Purpose ▶ To help students understand the concept of culture by looking at how differently people from various cultures respond to similar experiences.

Levels ▶ 4-12

Subjects/Units ▶ World cultures, U.S. history, sociology, anthropology.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider: *Students will:*

1. Compare how human needs are met in various cultures studied in class.
2. Compare selected institutions within the different cultures studied.
3. Draw and evaluate inferences from photographs and artifacts.
4. Use effective methods for conducting investigations of social studies topics, monitor progress and revise methods as needed.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: C-1, 2; Q-2; S-3; T-1, 2; U-1, 2; V-1, 2.
Level VIII: C-1, 2; Q-1; S-4; T-1; U-1; V-1, 3, 4.
Level X: C-1; Q-2; R-1; S-1; T-1; U-1, 2; V-1, 2.

Resources ▶ Photographs of peoples of two different cultures, but from the same time period, such as Indians of the Western Plains (1860-1900) and midwestern U.S. city dwellers (1860-1900) or rural Chinese (today) and Missourians (today). One of the cultures depicted should be found in Missouri, the other should be from another part of the United States or the world. Photographs should be mounted on standard-sized sheets of construction paper, so they are easy to categorize. The particular groups to be compared should relate to the specific course. The example shown in this lesson, relevant to U.S. and Missouri history, relates to Missouri and Plains Indians of 1860-1900.

NOTE: Photographs may be found by students or the teacher in magazines like *National Geographic* or history books filled with drawings or art work. To avoid cutting books or magazines to pieces, photograph the pictures with a 35mm single-lens reflex camera using a close-up lens and fast film. (Sets of close-up lenses are relatively inexpensive.) If standard-sized photographs are used, they need not be mounted on construction paper.

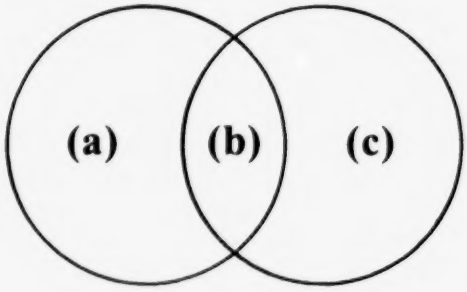
Strategies ▶ ① Introduce students to the concept of culture by asking them to come up with a list of behaviors we in Missouri have all learned. Next, ask them to list behaviors we in Missouri exhibit without learning them. An example of the former is speaking; an example of the latter is blinking our eyes. Inform students that the behaviors that we have learned—all of them—constitute our culture. To "clinch" the learning, have students pause and form three separate images in their minds of examples of the concept of culture and have them say and spell the word "culture" to themselves. Then have them share what they imagined.

② Hand out pictures of people from another culture—Plains Indians in this example—and have students examine the pictures and answer the following questions based upon what they see in the pictures:

- How are they dressed?
- What are their homes like?
- What animals appear important to them?
- What materials do they use? What do they accomplish with them?
- How do the people spend their time? (Consider work, recreation, leisure, etc.)
- Do they all look alike?

③ Hand out pictures of midwestern city dwellers taken during the same period. (The pictures should be from Missouri or should be like those which could have come from Missouri.) Have students answer the same six questions.

④ Draw this Venn diagram on the board.



Have students fill in the diagram, listing those aspects of Plains Indian culture **not** shared by Midwestern city culture in (a); those aspects shared by both cultures in (b); and those aspects of midwestern city culture **not** found in Plains Indian culture in (c).

⑤ To conclude the activity, discuss the following questions asking students to be specific:

- We have studied Plains Indian culture and Missouri culture of the second half of the 19th century using photographs. People can learn much from the study of photographs; yet, they cannot learn everything from them. What else do you know about either Plains Indian culture or Missouri culture that we were not able to learn from the photographs? (These ideas might also be added to the Venn diagram.)
- Throughout U.S. history, the white man and the American Indian engaged in many wars. What role do you think cultural differences played in causing these hostilities? Why don't you think this same hostility existed between farmers and city dwellers?

In fact, before discussing each question, it would make sense to give students time to think about their answers. After the discussion, students might be directed to conduct library research to see if they can find evidence to support their hunches.

Family Tree

Purpose ▶ To "personalize" American or Missouri history for students by having them focus on their own families and communities. This activity explores the geographic mobility of American families and involves students in interviewing family members, using map skills and drawing conclusions from data.

Levels ▶ 3-12

Subjects/Units ▶ U.S. history, Missouri history, American studies, sociology, geography.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider: *Students will:*

1. Use effective methods for conducting historical inquiry, monitor progress and revise methods as needed.
2. Organize and communicate information clearly and creatively.
3. Become more curious about the histories of their families and local communities.
4. Develop a more accurate notion of what history is and how history is made by historians.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level III: A-1; E-1, 2, 3, 4; V-1, 2.
Level VI: A-1, 4, 6; D-1, 3, 4, 5, 6; E-1, 3; F-1; V-1, 2.
Level VIII: A-2, 3, 4, 5; B-1; D-1, 2, 3; E-1, 2 (but don't limit those objectives to the events listed), 4; F-1; V-1, 3, 4.
Level X: A-2, 3, 4, 5, 6; B-1, 2; D-1, 2, 3; E-2, 3, 4, 6; F-1, 2; V-1, 2.

Resources ▶ ① A large (poster-size), recent United States map, preferably one with some place names.

② A large (poster-size), recent world map. (This is suggested if a large number of students can trace one or both sets of grandparents to another country.)

③ Colored yarn (several different colors are desirable for contrast). Let each student select which color he or she wants to use.

④ Pins or map tacks to attach the yarn to the map.

⑤ Family Origin Chart (sample on page 48).

⑥ Interview Record (sample on page 49).

⑦ Note to Parents (sample on page 50).

Strategies ▶ ① Ask students how many of them believe their families have *always* lived in Missouri.

② Explain the main purpose of the activity is to learn more about Missouri's past, especially why and how families came to live in Missouri. Indicate any other purposes for the activity and the objectives.

③ Show how to construct a family tree, perhaps using one's own family as an example. Ask students to develop their own family trees with help from parents and other relatives. Encourage them to try to pinpoint when their families arrived in the United States and to find out why they came. Indicate, too, that in every case it might not be possible for them to do so. For example, some families have forgotten their histories or might, for some reason, prefer not to discuss them.

The "Family Origin Chart" (page 48) and "Interview Record" (page 49) might be used by your students. You may also want to attach a brief explanation of the activity for the parents (see "Note to Parents" on page 50).

Children living in one-parent homes, foster homes, and similar situations may need special consideration. In fact, inform students that they need not investigate the histories of their own families if they or their families would prefer. They may instead investigate the histories of other families.

Allow two or three days for the students to collect the data. If a few parents are reluctant to answer the questions or do not understand the project, a phone call or home visit may be helpful. They should understand that the purpose of the activity is to stimulate the students' interest in history, not to invade families' privacy.

④ After the data are collected, divide the class into groups of about four to six students to locate on maps the various places from the "Family Origin Chart" sheets.

⑤ Let students select their yarn colors and the appropriate lengths. Depending on class and map sizes, it may be necessary to have students trace only one side of their families. Have each student pin one end of the yarn to the earliest family origin point as determined in the family interview. Then each point between that point and the city in which the student lives should have a separate pin. It is possible that some students will have three or more place names for each side of their family. That will make the final map more interesting. Write the students' names on small tags and attach them to the appropriate strings.

⑥ In addition to the map strategy just described, the class could construct a time line indicating on it when various of the students' families came to the United States and from where.

⑦ Ask students what conclusions they can draw from their inquiry thus far.

⑧ Encourage students, either as a class or in small groups, to think of other questions for further inquiry. Sample questions for starters might include:

- What caused their family to come to the United States?
- Was their family's immigration a part of a larger immigration wave (e.g., immigration of Irish in the 1840s resulting from the Irish potato famine, immigration of Germans in the late 1840s and 1850s following the Revolution of 1848, and so on).
- What customs from "the old country" have persisted, changed or gotten lost? (For example, consider foods, religions, languages, holidays, clothing, occupations and so on.)
- What pressures were there to retain or reject the traditions from "the old country?"

- How has their cultural heritage affected their family life?
- What were some problems, if any, their family had adjusting to the United States?

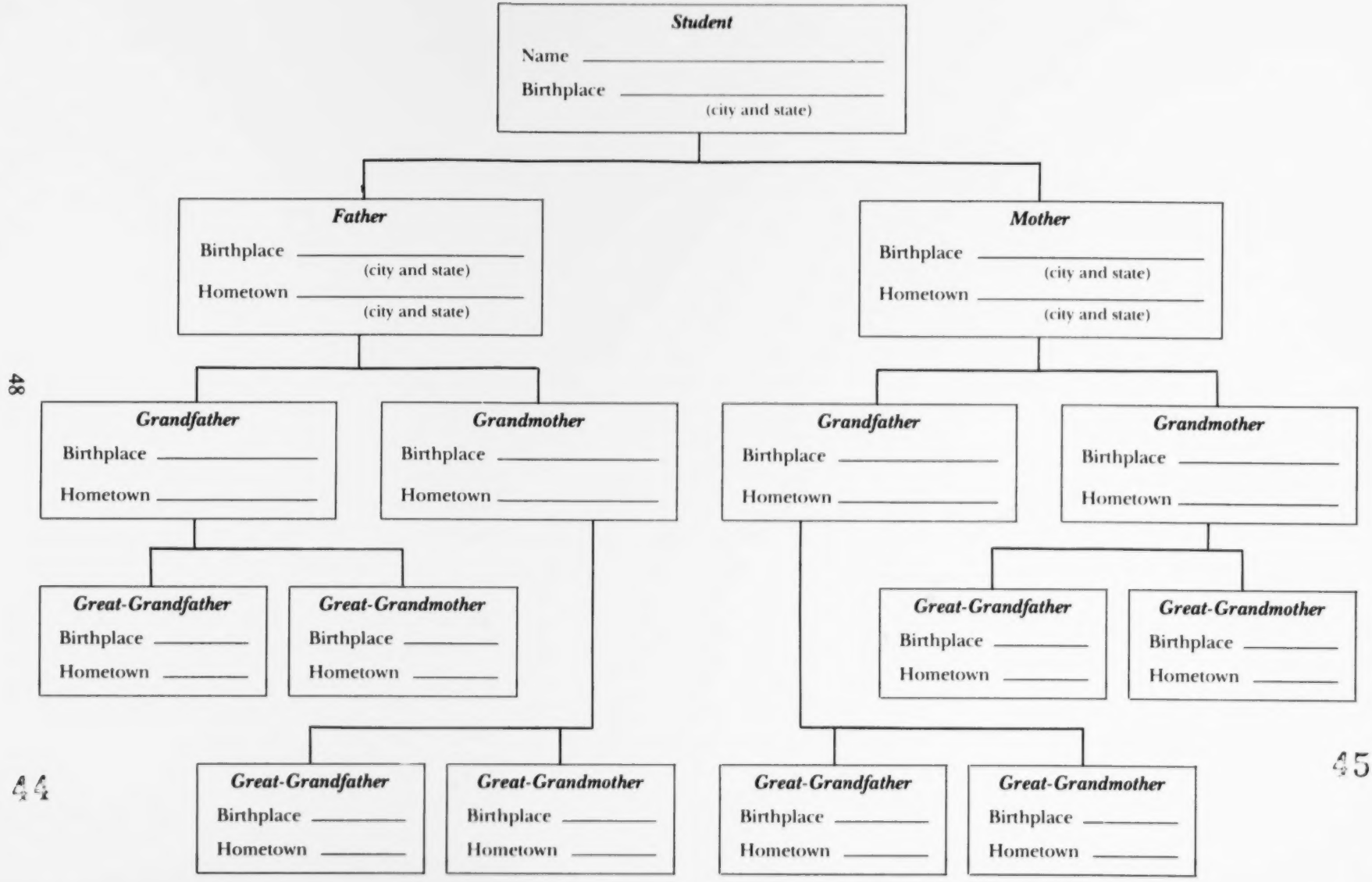
⑨ Once a good set of questions is listed on the chalkboard or on an overhead transparency, determine with the class which of those questions everyone should explore and discuss how to investigate them. Before the investigation begins, plan with the class what the final product should be. It could be a set of graphs, some well-written narratives or a group of dramatizations, to name a few possibilities.

⑩ With some coaching, as needed, have students conduct their investigation, bring in their data, draw conclusions from their data and prepare their reports.

Optional follow-up: On a particular day, have students bring in a food or artifacts representative of their ethnic background. They should describe each "ethnic dish" or artifact. You may want students to investigate or speculate on the origin of particular recipes or artifacts. To conclude the activity, have students discuss the similarities and differences among the various foods and artifacts.

Throughout the activity, students should be encouraged to take greater interest in their own family histories. They should be stimulated to learn about the sacrifices and efforts their families had to make to get where they are now.

Family Origin Chart



Interview Record

My Family's Migration History

Interviewer _____

Person Interviewed _____

1. I am interested in learning about our family's migration history. I'd like to begin by having you think back as far as possible.

   a. Where did the first family member you can remember live?

   b. In what years?

   c. How many times has your family moved since then?

2. Why did the family leave that place? What conditions made them decide to leave?

3. Where did the family live next? How did they find out about this place?

4. Did the family have any problems in making that move? Money? Migration laws? Sickness?

5. How long did the family live in its second location?

6. Why did the family leave this second place? What conditions made them decide to leave?

This sample note may be sent to parents after the teacher tailors it to the local community and the unit under study.

Note to Parents:

We are beginning a new unit in social studies called _____ _____ .

An important part of the unit is a study of local history. I plan to make that study more meaningful to the children by involving them in a study of the history of their own families. This study involves trying to find out where the families of our students lived before they immigrated to the United States and how they came to _____ (name of local community).

You can assist with this study by helping your son or daughter fill in the Family Origin Chart that is attached to this note. The "hometown" blank in each box refers to the place in which the family member spent most of his or her "growing up" years. In some cases, two or more places may be listed.

Once students bring in their Family Origin Charts, which are due on _____ (date), the class will make a bulletin board display of the results. You are invited to come to class as we work on this project and to see the bulletin board after it is completed.

We appreciate any help you can give your son or daughter on this project. I sincerely hope that each student will learn more about how history is made and have a greater interest in local family histories as well.

If you have any questions about this project, please call me at _____ _____ (phone number), at _____, _____, or _____ (times). I realize that completing the family history charts may be difficult for some families. If you would prefer that your child not participate in this activity, please let me know and I will assign a substitute project.

Thank you.

_____

Teacher

U.S. Television Programs Seen around the World

Purpose ▶ To encourage students to think about the impact of U.S. television on the image other people have of this country. Students will examine lists of U.S. television shows seen abroad.

Levels ▶ 5-12

Subjects/Units ▶ World geography, world cultures, sociology, communications units in language arts.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider. *Students will:*

1. Draw inferences from data.
2. Assess the impact of the media on people's perceptions of reality.
3. Use effective methods for investigating a social studies topic, monitor progress, and revise methods as needed.
4. Work effectively with other students on a class project.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-4, 7; C-2; D-1; F-1; T-1, 2, 4; U-1, 2; V-1, 2.
Level VIII: A-2, 3, 6; C-2; D-1; S-4; T-1; U-1; V-1, 2.
Level X: A-2, 3, 4, 6; D-2; T-1 (include media in the objective); U-3; V-1, 2.

Resources ▶ ① A handout that lists television programs seen in foreign countries. (The handout on pages 53 and 54 was developed using newspapers found in the library of the University of Missouri-Columbia School of Journalism. It may be updated by writing to the Journalism School and requesting copies of English-language newspapers from foreign countries, which are slated to be discarded. Write to: Librarian, School of Journalism, University of Missouri-Columbia, Columbia, MO 65211.)

② A handout or transparency with these questions:

a. Categorize the U.S. programs seen in the countries indicated (e.g., crime shows, soap operas, sports, comedies, etc.). What conclusions do you draw?

b. What impressions of the United States would people in other countries get watching these programs? If possible, watch some of these shows and keep a record of what they show about the United States. How accurate do you consider those impressions to be?

c. Identify things in the programs that could give people in other countries false impressions about the United States.

d. What do the television programs show that seem similar to and different from life in your community?

e. What television programs from other countries can be seen in your community? Compare the number of those programs to the number of U.S.

programs on the foreign country schedules. What conclusions can you draw? How might someone check to see if your conclusions are valid?

f. Imagine you are on a committee that has the responsibility of selecting five television programs that together give an accurate portrayal of U.S. life. Which programs would you select? Give your reasons.

Strategies ▶

① Give each student a copy of the television schedules from foreign countries and a copy of the questions listed above.

② Have students work on the questions individually before discussing them as a class or in small groups.

③ High school students could use a magazine like *World Press Review* to go beyond their conjectures and read the actual views people of other nations have of the United States and of world events involving the United States. Note especially the cartoons from newspapers and magazines from other parts of the world.

④ As students hypothesize how students from other countries form perceptions of the United States through television programs, exchange students could serve as resources to check the accuracy of the hypotheses.

Television Schedules from Foreign Countries

On this sheet you will find television schedules from stations in different parts of the world. Since these stations broadcast English-language programs, their schedules should not be considered typical of all schedules from foreign countries. These schedules, however, will give you information about the types of American programs people in other countries see on television. How many of the programs on these schedules are ones you could watch in your Missouri community?

The Straits Times, Singapore (6/13/84)

SBC 5 (p.m.)

5:15	Romper Room
5:45	Home (last episode)
6:10	Programme Highlights
6:15	News (English)
6:25	Trollkins (cartoons)
6:50	Happy Days
7:20	Newswatch (English news bulletin for children)
7:30	News (Malay)
8:15	Sepanjang Jalan (Malay with English subtitles)
8:35	Coming Attractions
8:45	News
9:15	T.J. Hooker
10:15	NCAA Basketball championship (Houston vs. Virginia)

Malasia 3 (p.m.)

5:02	Quaran Reading
5:09	Program Summary
5:12	Tafsiran Al-Quaran (Interpretation of the Holy Book)
5:35	Bimbingan Ugama (Religious guidance)
5:46	Waktu Berbuka Puasa Dan Imsak
6:13	Egyptian Drama
7:01	Syiar Ramadhan
7:23	Azan Maghrib:Prayer Call
7:31	Facts of Life
8:00	News and Weather
8:30	Nasyid: Religious Songs
8:37	Prayer Call
8:40	Harilini Dalarn Sejarah: Today in History
8:49	Bingkisan Irama (Entertainment Program)
9:23	Focus
10:02	Valley of the Dolls (Part 2)
11:00	Private Benjamin
11:32	Late News
11:42	Quaran Reading
11:47	Close

The Star Tonight, South Africa (7/16/84)

Bop—TV (p.m.)

5:30	A Re Tshameking/Dumelang Bana—Local program for tots
5:40	Donkey Kong—cartoons
6:00	News Headlines
6:03	Harper Valley
6:31	Documentary—Bobby Human—Tonight's program shows how the brain is connected to the spinal cord.
7:21	Marcus Welby, M.D.
8:15	News
8:45	Falcon Crest
9:35	Streets of San Francisco
10:25	News Review and Epilogue

The Guardian, London & Manchester (8/13/84)

Channel 4 (p.m.)

5:00	Blockbusters
5:30	WKRP in Cincinnati
6:00	Well Being: Who Cares? (Program dealing with medical problems of the aged.)
6:40	Let's Parley Franglais
7:00	Channel 4 News
7:50	Comments
8:00	Childhood 1 (TV series set in London)
9:00	Kellogg's City Centre Cycling
10:00	St. Elsewhere
11:00	Living in Danger

The Australian (6/14/84)

TEN 10 (p.m.)*		TCN 9 (p.m.)		ATN 7 (p.m.)	
5:30	Perfect Match	5:30	Different Strokes	5:00	Wheel of Fortune
6:00	Eyewitness News	5:59	News in Brief	5:30	Get Smart
7:00	MASH	6:00	Happy Days	6:00	The Price is Right
7:30	Scarecrow and Mrs. King	6:30	National Nine News	6:30	Seven National News
8:29	News Update	7:00	Sale of the Century	7:00	Terry Willisee Tonight
8:30	Prisoner	7:30	The Fall Guy	7:30	Kingswood Country
9:29	News Update	8:29	News in Brief	8:00	Love Thy Neighbor
9:30	Hotel	8:30	Hill Street Blues	9:30	The Professionals
10:30	News and Weather	9:30	Wellisee	10:35	Newsworld
10:40	Twilight Zone	10:00	Tonight with Burt Newton	11:35	Basketball
11:40	Love, Sydney	10:59	News in Brief		
12:40	Real People	11:00	Starsky and Hutch		
1:10	Listen Hear	12:00	Late Movie		

***Daytime Programming which would be familiar to Americans on TEN 10:** Superman (6:05), The Restless Years (9:00), Fat Cat (10:00), Popeye (10:30), Mission Impossible (2:00), Rockford Files (3:00), Brady Bunch (5:00). On **TCN 9:** Woody Woodpecker (6:00), Here's Lucy (10:00), Days of Our Lives (1:30), The Young and the Restless (2:35), General Hospital (3:30). On **ATN 7:** Tom and Jerry, Road Runner, Herculoids, Family Affair (8:25), I Dream of Jeannie (8:55), My Favorite Martian (9:25), Romper Room (1:00), Ironsides (2:00), Donohue (3:00), Lassie (4:00).

Saudi Gazette (9/10/84)

Channel I (p.m.)		Channel II (p.m.)		Channel 55 (p.m.)	
5:00	Royal Anthem, Koran	4:00	Sesame Street	5:00	Holy Koran
6:00	Prayer Call from Mukkah, Sesame Street (Arabic), Children's Story, Newspaper Review, Koran Reading Lesson	5:17	I Love Lucy	5:10	Cartoons
		5:42	Taxi	5:30	New Mighty Mouse Club
		6:16	Jeffersons	6:00	Little House on the Prairie
		6:40	Never the Twin	7:00	News
		7:35	Trapper John, M.D.	7:30	Souvenir
7:20	Prayer Call from Makkah	8:22	Wings	8:00	Palmer's Town (series)
7:30	Al-Sheikh Al-Khayat Series: Kakahi Folklore	9:08	Monday Night Movie: Broken Lance	9:00	Daily Series
				10:00	Indian Film
8:00	Al-Usbu	10:30	News	11:30	News
9:00	News, Weather				

51

Exploring the Missouri-World Link at the Local Library

Purpose ▶ To help students learn about other cultures through children's literature found in local libraries, understand themselves better by understanding others, and expand their knowledge of fascinating stories.

This activity is an invitation for teachers to explore the school or community library with the help of the librarian and bibliographies. The goal is to find quality children's literature by or about people of other countries.

Too often, study of other cultures is based exclusively on textbooks, which tend to be abstract and limited in coverage. Textbooks may discuss geography, government, economic systems and customs, but fail to tell us much about the people in other countries—how boys and girls, mothers and fathers, grandparents and friends actually live, feel and interact. Quality literature, therefore, can serve as an excellent supplement to standard texts.

Through literature, American students can come to know children from other places—their joys and sorrows, their frustrations and achievements, as well as the quality and nature of their everyday lives. They can learn that people in other countries share some of the same beliefs and values as Americans, in addition to seeing how we differ. In the process, students should come to appreciate the richness of humankind, become more open-minded and curious about people who may at first seem strange, and begin to celebrate the fact that we can all be special in the way we respond to life's challenges.

Levels ▶ K-6, possibly beyond.

Subjects/Units ▶ Elementary school studies of other cultures in social studies or literature.

Objectives ▶ Children's literature could be used to help students achieve many objectives. Here are four objectives to consider. *Students will:*

1. Compare lives of people of other cultures with lives of people here in Missouri, identifying similarities and differences.
2. Become interested in reading and listening to quality literature.
3. Become interested in and curious about people of other cultures.
4. Use the library more frequently.

Other more specific objectives to examine are contained in the State Core Competency Objectives for social studies. The specific objectives related to this activity will depend on the literature selected and how it is used. If a story deals with

—people as they relate to their environment, see objectives related to geography (A-D).

—times past, see objectives related to history (E-F).

—how people govern themselves, are governed, or interact with a government, see objectives related to government (G-L).

—jobs or making difficult choices about how resources are to be used, see objectives related to economics (M-Q).

—childhood, family or society, see objectives under the category, "Other Social Studies Competencies" (S-V).

Resources ▶

① A librarian who can help identify quality literature related to a unit or culture under study.

② One or more of the references on pages 58 and 59. The list is long since these references vary in availability. A single reference may prove adequate.

Strategies ▶

Using annotated book lists or help from a reference librarian, find books you might want to use with your students and examine them for their appropriateness. Select the book (or books) you want to use with the students and determine your purpose and objectives for using it. Many strategies may be used with any book. Here are 12 suggestions, some of which may be combined:

① Stop the story at various points and ask students to predict what they think will happen next, giving reasons to support their predictions based on what they have learned about the characters in the story.

② At various points in the story, stop and ask students if they have ever had a similar experience or if the experience or situation is one that could happen here.

③ Ask them how well a character in the story is handling a problem he or she is facing. Ask if they would have handled the problem the same way.

④ Ask students to predict the likely consequences of a character's action in the story.

⑤ Ask students what personal qualities a character in the story seems to exemplify. Ask them if those qualities seem to be considered good or bad in the culture of the story's setting. Ask if those qualities are viewed similarly here.

⑥ Ask students if the story seems to be teaching some value like honesty or courage and if that value is likely to be important here. Several older students could survey one culture's folktales for young children and try to draw conclusions about the values held in high esteem in that culture. (Encourage students to think about how and why a sample of books from another culture **translated for U.S. readers** might not be representative of all children's books from that culture.)

⑦ Have students translate the story into another form and share it with others. It may be converted into drawings or into dramatizations, for example.

⑧ Have students discuss the story with someone from the other culture and ask any questions they have about the story or the other culture.

⑨ Have students divide the customs and beliefs from the other culture that were brought out in the story into these categories: "Just Like Here," "Not At All Like Here" and "Somewhat Like Here."

⑩ Have students make up other stories that they think would be popular in the culture under study.

⑪ Read the story to students in a dramatic way, and then have students identify all the things they have learned about the country in which the story is set. (Some of what they infer may be incorrect or dated. Those ideas could be investigated and corrected in the unit about the culture.)

⑫ Make this experience enjoyable, one that could help get students "hooked on books." When a story is being read, time could be set aside for students to find other books from the school's library related to the culture being studied, and time could be allocated for reading and sharing ideas. (This strategy is suggested only if a large collection of quality children's literature about the other culture is available. Perhaps a school that has a major unit on Africa in grade four or six, for example, should make it a point to purchase enough copies of children's books about Africa to support such an activity. It would not be necessary to have 20 different book titles for a class of 20; five copies each of four quality books would be acceptable.)

Book Lists

Several of these book lists are organized by subject as well as author and title. Annotated references are indicated by asterisks. Since many of these references are updated frequently, look for those with the most recent copyrights.

American Association of School Libraries. *Books from Other Countries, 1968-1971.* American Library Association, 1972.

Arbuthnot, Mary Hill, et al. *Children's Books Too Good to Miss.* New York: University Press Books, 1979.*

Children's Services Division, Committee on Books on Asia for Children, comp. *Asia: A Guide to Books for Children.* New York: The Asia Society, 1966.

Cianciolo, Patricia, et al. *Adventuring with Books—A Booklist for Pre-K-Grade 8.* Urbana, Illinois: National Council of Teachers of English, 1977.*

Crosh, Muriel, ed. *Reading Ladders for Human Relations* (Sixth Edition). American Council on Education, 1981.*

Dill, Barbara E., ed. *Children's Catalogue* (Fourteenth Edition). New York: H.W. Wilson, 1981 (supplemented annually).*

Dorelson, Kenneth L. *Books for You—A Booklist for Senior High Students.* Urbana, Illinois: National Council of Teachers of English, 1976.*

Dong, Juana L., comp. *Getting to Know China through Books: An Annotated Bibliography of Children's Books Kindergarten-9th Grade.* Stanford Area Chinese Club, 1976.*

Dreyer, Sharon. *The Bookfinder: A Guide to Children's Literature about the Needs and Problems of Youth Aged 2-15.* Circle Pines, Minnesota: American Guidance Service, 1977.*

Gillespie, John T., and Christine B. Gilbert. *Best Books for Children, Preschool through the Middle Grades.* New York: Bowker, 1978.*

Griffin, Louise, comp. *Multi-Ethnic Books for Young Children.* National Association for the Education of Young Children, 1970.*

Hill, Janet, ed. *Books for Children: The Homelands of Immigrants in Britain,* Institute of Race Relations, 1971.*

Maehr, Jane. *The Middle East: An Annotated Bibliography of Literature for Children.* ERIC Clearinghouse on Early Childhood Education, 1977.*

Makino, Yasuko. *Japan through Children's Literature: A Critical Bibliography.* Durham, North Carolina: Duke University Center for International Studies, 1978.

Metzner, Seymour. *World History in Juvenile Books: A Geographical and Chronological Guide.* H.W. Wilson, 1973.

Missouri Department of Elementary and Secondary Education. *A Guide for Children's Literature K-8.* Columbia, Missouri: Missouri Testing and Evaluation Service, 1980.

National Council for the Social Studies. "Notable Children's Trade Books in the Field of Social Studies." *Social Education,* May or June issue annually.*

Schon, Isabel. *A Hispanic Heritage: A Guide to Juvenile Books about Hispanic People and Cultures.* Metuchen, New Jersey: Scarecrow Press, 1980.*

Schreiber, Joan E. *Using Children's Books in Social Studies—Early Childhood through Primary Grades.* Washington, D.C.: National Council for the Social Studies, 1984.*

Storybooks, International. *Translated Children's Books.* Storybooks International, Inc., 1968.*

Sutherland, Zena, comp. *The Best in Children's Books 1966-1972.* The University of Chicago Press, 1973.*

Sutherland, Zena, comp. *The Best in Children's Books 1973-1978.* The University of Chicago Press, 1980.*

Walker, Jerry L., et al. *Your Reading—A Booklist for Junior High Students.* Urbana, Illinois: National Council of Teachers of English, 1975.*

Winkel, Lois, ed. *The Elementary School Library Collection.* (Fourteenth Edition), Newark, New Jersey: Bro-Dart Foundation, 1984.*

Missouri's Cities of the World

Purpose ▶ To promote an understanding of Missouri connections with other countries using place names on the state map.

Levels ▶ 8-12

Subjects/Units ▶ Missouri history, geography, world history, U.S. history.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are two objectives to consider. *Students will:*

1. Identify various places on maps of Missouri and the United States.
2. Describe Missouri's cultural roots and illustrate using place names on the state map.

Other objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-3 (but do not limit place names to those cited), 4, 5; B-2; C-2; D-1, 2, 4; E-2 (but do not limit events to those cited), 5; V-1.
Level VIII: A-1 & 2 (but do not limit place names to those cited); C-2; D-1, 2; E-1 & 2 (but do not limit events to the U.S. events cited), 3; F-1; V-1, 2, 3, 4.
Level X: A-1 & 2 (but do not limit place names to those cited); C-1; D-1, 2; E-1 & 2 (but do not limit events to those cited), 3; F-1; V-1, 2.

Resources ▶ ① Maps of Missouri—one highway map for every three students and at least one 8½″ x 11″ blank map for each student. Highway maps may be obtained from the Division of Tourism, Truman Building, Jefferson City, Missouri 65102. Blank maps of the state, 8½″ x 11″ and 11″ x 14″, may be obtained from the Division of Community and Economic Development, Truman Building, Jefferson City, Missouri 65102.

② *Our Storehouse of Missouri Place Names* by Robert L. Ramsey. (Columbia, Missouri: University of Missouri Press, 1973.) There should be one copy of the book for each group of students.

Strategies ▶ ① Ask students, in groups of three to five, to identify places in Missouri that they think are named after foreign people, places, things or words.

② Give each group a copy of *Our Storehouse of Missouri Place Names* to see what they can discover about connections between names of Missouri cities and names from other countries.

③ Have students indicate on the state maps which Missouri place names come from other countries, using symbols to represent the sources of those place names.

④ Have students examine their maps to see if they can find any patterns.

⑤ Conclude the activity by having students write a five-paragraph essay on what they have learned from the activity. Essays may be organized as follows:

- Paragraph 1 - Introduction
- Paragraph 2 - One thing learned
- Paragraph 3 - A second thing learned
- Paragraph 4 - A third thing learned
- Paragraph 5 - Conclusion

All essays need not follow such an outline, unless warranted by the current state of the students' writing skills.

NOTE: The activity also could be carried out in more detail with students investigating connections between specific cities named after places or people in other countries. For example, has there been any kind of cultural connection between Cabool, Missouri, and Kabul, Afghanistan; between Osaka, Missouri, and Osaka, Japan; between Westphalia, Missouri, and Westphalia, Germany; between Bismarck, Missouri, and the famous German Otto von Bismarck; between St. Helena, Missouri, and the island to which Napoleon was exiled?

How Far Can You Go on a Gallon of Gas?

Purpose ▶ To promote an understanding of how economic behavior in Missouri and other places is influenced by the cost of gasoline, a product very much tied to world trade. Comparative data on gasoline costs in various countries and automobile gas consumption are used in this lesson.

Levels ▶ 4-12

Subjects/Units ▶ Geography, economics.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are two objectives to consider. *Students will:*

1. Apply understanding of relationships between price and quantity of goods (gasoline, in this case) demanded.
2. Make economic decisions rationally, considering explicitly the opportunity costs and trade-offs.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: D-3, 5; M-1, 2; P-1.
Level VIII: D-2, 3; M-1, 2; P-1.
Level X: D-1, 2, 3; M-3; P-6.

Resources ▶ ① 3" x 5" cards with gasoline prices in various parts of the world on them and cards with names of automobiles and their EPA mileage ratings on them. For example:

U.S.A.	**Ford Escort**
$1.15/gallon	**41 mpg (expressway)**

Information about gasoline prices throughout the world may be found in the most recent *International Energy Annual*, produced by the Energy Information Administration, Office of Energy Markets and End Use, U.S. Department of Energy, Washington, D.C. 20505. If your library does not have the booklet, request a photocopy from the Missouri State Library or write the Energy Information Administration. Information about car mileage ratings may be obtained from a library or from any car dealer who has spare copies of the U.S. Department of Energy booklet with EPA mileage ratings for all cars.

A list of selected countries and their January 1985 gasoline prices, and a chart with EPA mileage data for several 1986 automobiles, are printed at the end of this activity.

② A large wall map of the United States.

③ Road maps of United States—enough for each student or team of two students.

④ A list of the questions found under Strategies ② and ③ would be needed for each student if the alternative strategy described at the end of this activity is used.

Strategies ▶

① Have students, individually or in pairs, draw one automobile card and one gasoline price card. Tell them that their job is to plan a trip from a specified Missouri city, ideally the local community, to any place they want to go. The important facts to keep in mind are that they have $100 for gasoline and must stay within limits set by the cards they have drawn. Have the students show the class the trips they have planned. Use a wall map of the United States as a prop. Did some students forget that they need enough gas for a round trip?

② Using the information on their gasoline cards, have students form a line showing prices of gasoline from cheapest to most expensive and ask these questions:

- How do gasoline prices in the United States compare to those in other parts of the world?
- How would your driving habits be affected if you lived where gasoline prices were most expensive (Pretoria, South Africa, in 1985)? Least expensive (Ras Tanura, Saudi Arabia, in 1985)?

③ Have students line up again, this time by type of automobile, showing on one end the cars with the best mileage and on the other end the cars with the worst mileage. Then, ask these questions:

- What is the relationship between gasoline prices and the automobiles people would buy? How would the relationship vary from the U.S. to Japan to Saudi Arabia?
- What would you predict to be the relationship between gasoline prices and the amount of gasoline different countries would consume?
- What else besides gasoline prices might affect the kinds of automobiles people buy?
- How do gasoline prices affect the lives of people? (Think of as many answers as you can.)

Alternative Strategy: Give students the questions listed in Strategies ② and ③ and have them talk about those questions with their parents prior to the classroom discussion.

Gasoline Prices

(January 1985)

Gasoline prices varied considerably in Janaury 1985, as the following prices indicate. The prices include taxes, which ranged from 6¢ per gallon (Quito, Ecuador) to $1.31 per gallon (Asuncion, Paraguay). These symbols are used: "U" for regular unleaded gasoline, "L" for regular leaded, and "P" for premium leaded.

United States	$1.15/gal. (U)
Mexico City, Mexico	$1.07/gal. (L)
Ottawa, Canada	$1.55/gal. (U)
Buenos Aires, Argentina	$1.79/gal. (L)
La Paz, Bolivia	$ .76/gal. (P)
Rio de Janeiro, Brazil	$1.92/gal. (L)
Quito, Equador	$ .74/gal. (L)
Panama City, Panama	$2.14/gal. (L)
Asuncion, Paraguay	$3.15/gal. (L)
Caracas, Venezuela	$ .40/gal. (L)
Vienna, Austria	$2.03/gal. (L)
Copenhagen, Denmark	$2.01/gal. (L)
Paris, France	$2.18/gal. (P)
Bonn, Germany	$1.59/gal. (L)
Rome, Italy	$2.43/gal. (L)
Belgrade, Yugoslavia	$1.88/gal. (L)
Tel Aviv, Israel	$1.67/gal. (L)
Ras Tanura, Saudi Arabia	$ .26/gal. (L)
Accra, Ghana	$1.33/gal. (L)
Pretoria, South Africa	$4.64/gal. (L)
Canberra, Australia	$1.43/gal. (L)
Djakarta, Indonesia	$1.36/gal. (L)
Tokyo, Japan	$2.22/gal. (U)
Bangkok, Thailand	$1.50/gal. (L)

EPA Automobile Mileage Ratings

(1986 Models)

Automobile mileage varies considerably from one car to another, as the following examples indicate.

	Expressway
Honda Civic Coup HF (2 seater)	57
Ford Escort-manual, 4 speed	41
Mazda 626-manual, 5 speed	28
Volkswagen Golf-manual, 5 speed	44
Toyota Corolla-automatic	33
Mercury Cougar-automatic	22
Nissan Stanza	26
Oldsmobile Firenza	42
Chevrolet Celebrity-4 cyl., automatic	32
Ford LTD-6 cyl., automatic	23
Olds Cutlass Supreme-automatic	24
Plymouth Reliant-automatic	28
Ford LTD Crown Victoria	26
Oldsmobile 98	30
Cadillac Limousine	24
Rolls Royce Silver Spur Limousine	10

Missouri and Japan

Purpose ▶ To promote an understanding of what Missouri and Japan have in common using a reading comprehension analysis activity.

Levels ▶ 9-12

Subjects/Units ▶ Geography, economics, world studies.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are three objectives to consider. *Students will:*

1) Compare Missouri to another nation—in this case, Japan—using government-prepared documents.

2) Identify features of Missouri that make the state attractive for industry.

3) Improve reading skills—in this case, determine author's purposes and relate supporting details to main ideas.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level X: A-1 & 2 (but emphasize locations in Missouri and Japan), 4, 6; D-1, 2, 3; G-1; Q-2; R-1, 2; V-2.

Resources ▶ The readings printed at the end of this activity:

"Missouri and Japan," produced in July 1984 for this publication by the Office of the Consulate General of Japan, Kansas City, Missouri.

"Missouri: The Heart of America" from *Missouri!*, produced by the Missouri Division of Community and Economic Development.

Strategies ▶ ① Talk with students about written material as a form of communication in which the writer may try to (a) present ideas for readers' information or (b) persuade readers to do something. Before students read one of these articles, direct them to try to identify the author's purpose in writing the article.

② Have them read the article.

③ Discuss what they found regarding the author's purpose and challenge them to support their positions with evidence.

④ Next, tell them to read the article one more time, this time to identify the author's ideas. Tell them for each main idea there are probably some details to support or explain those main ideas. In this case, ask them to concentrate on identifying only the main ideas and to underline them.

⑤ Discuss what they underlined and ask students to explain how other ideas in the paragraphs relate to the main ideas. (They might restate main ideas, offer support for

them, suggest minor exceptions, and so on.) Encourage them to identify other ideas that might also be used to support the main ideas.

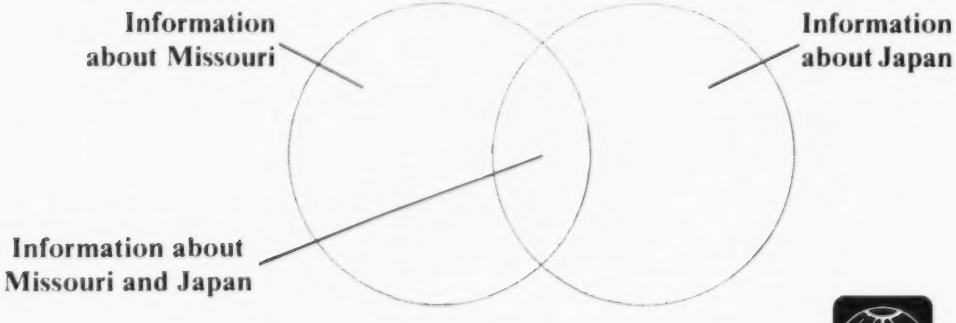
⑥ Repeat the above strategies using the second article.

⑦ Conclude the activity in one of these ways:

- Say "Let's conclude by summarizing what we learned about Japan and about Missouri on this chart:"

Japan	Missouri

- Simulate two discussions. In one discussion, have a student play the role of a representative of the Missouri Division of Community and Economic Development addressing a group of Japanese business people (the class). The speaker should tell his/her audience about Missouri briefly, explaining why Missouri would be a good place for the Japanese to locate factories. In the second discussion, have one student be a representative of the Japanese consulate addressing a Missouri high school class on the features and interests common to Missouri and Japan. Allow time for questions and answers after each presentation.
- Have students summarize what they learned about Japan and Missouri by placing information in the following Venn diagram:



Missouri and Japan*

Relations between Japan and the United States of America span a period from the 1850s to the present day, and Missouri, as one of these states, has shown an active and eager hand in these bilateral affairs.

Although Missouri lies almost 11,000 kilometers away from Japan, both are situated at about the same latitude and enjoy the panorama of the four seasons. In land area, Japan is approximately twice the size of Missouri but in population it has about 23 times more people than Missouri does.

Both the United States and Japan have recognized the need to constantly remain in touch with each other not only on a diplomatic level but also on a person-to-person level and as a result, regional and local organizations have established personalized relations. The state of Missouri and the prefecture of Nagano, each known for its lakes, verdant landscape, central geographic location and combination of rural and urban areas, have created a sister-state relationship and the cities of St. Louis and Suwa, Kansas City and Kurashiki, and Independence and Higashimurayama have set up sister-city relationships. These connections are augmented by those which several universities and colleges throughout the state have developed to exchange faculty and students. In all, these ties provide a means for friendly exchanges of people, ideas and understanding and continue to build the basis of international peace.

Residents of Missouri indeed benefit by these and other activities, and interest in Japan continues to grow year by year. Educational institutions such as Washington University, the University of Missouri and Rockhurst College offer courses in Japanese language and Japanese studies, and the excellent Japanese collections of the Nelson-Atkins Museum of Art in Kansas City and the St. Louis Art Museum attract visitors from across the nation. The Missouri Botanical Garden in St. Louis proudly offers its guests a contemplative part of Japan in its Japanese tea house and garden called Seiwa-En, a name which means Garden of Purity and Peace. For those who enjoy other Japanese arts like dancing, ikebana (flower arranging), taiko drummers, traditional music or martial arts, the botanical garden plays host to an annual Japanese Festival held in June.

A wide range of Missouri companies also profit from good working relationships with Japanese counterparts. Companies like McDonnell-Douglas, Anheuser Busch, Hallmark Cards and Boyle's Famous Corned Beef Company have offices in Japan or firm working relations established with Japanese representatives. Missouri's agribusinesses too realize that the state's broad-based agriculture industry supplies a great deal of the corn, wheat, soybeans, sorghum, beef, pork and other products that are essential to the diet of the Japanese, who are the largest customers in the world of U.S. agricultural products.

Japan also shares a deep interest in Missouri. The thought of "Missouri" conjures multiple images: those of well-known names and deeds of people like former president Harry S. Truman, Charles Lindbergh or Joseph Pulitzer; those of whitewashed fences in Hannibal and rafts floating down the Mississippi of Mark Twain; or those of jazz songs such as "The St. Louis Blues" and other works by

**This article was drafted for this publication by Miss Noriko Yokota, when she was on assignment as vice consul for cultural affairs at the Office of the Consul General of Japan in Kansas City, Missouri.*

famous artists such as Count Basie and his corner of 18th & Vine in Kansas City or Scott Joplin and his ragtime music from Sedalia.

Following the Second World War, many Americans and Japanese married and a great deal of these families joined other Japanese and Japanese Americans residing in all of the states including Missouri. Japanese businesses also have recognized advantages of establishing offices and industrial plants in this country and over the recent years, more than twenty major Japanese trading and manufacturing companies have built facilities and moved their families not only to Kansas City and St. Louis but also to many other areas throughout the state. In addition, the Japan Chamber of Commerce and Industry recently opened its first U.S. office in Kansas City.

Local residents, Japanese Americans and Japanese residing abroad share mutual interests among themselves in a variety of organizations. The St. Louis Japan America Society and the Heart of America Japan America Society in Kansas City are groups of Japanese and Americans; the St. Louis Chapter of the Japanese American Citizens League is composed of Americans of Japanese descent and former Japanese citizens; and the Japan Club of St. Louis and a similar organization in Kansas City have as members Japanese who are living in the locale. All of these groups gather to deepen cultural perspectives, promote friendship between the two countries and provide community service. In fact, four Missourians have been recognized by the Japanese government for their extraordinary efforts and have been conferred with official decorations.

July 1984

Missouri: The Heart of America*

The land that shapes Missouri is as varied as its people. The rolling prairies of northern Missouri are in marked contrast with the flat delta of the southeast. The Ozarks of south-central Missouri have some of the most scenic and rugged topography found between the Appalachians and the Rocky Mountains.

Missouri is located in the very heart of America. The state's capitol, Jefferson City, is located 1,100 miles from New York City on the eastern coast of the United States and 2,000 miles from San Francisco on the west coast. The Canadian border is 800 miles to the north and the Gulf of Mexico is 800 miles to the south. Denver and the Rocky Mountains are only 600 miles to the west; Chicago is only 500 miles northeast.

From an economic standpoint, this geographic position between the established northeastern manufacturing strongbelt and the blossoming southwestern sunbelt areas of America is ideal. Twenty different states are located in an area within a 500-mile radius from the central part of Missouri. This 20-state area includes 45% of the total U.S. population, 45% of the total U.S. buying power, 55% of all manufacturing shipments, 47% of all wholesale trade and 45% of all retail sales.

Missouri is the transportation hub of America, with well-developed highways, thriving railroads, modern air facilities, and an inland waterway system that integrates all modes of transportation for efficient shipping.

Three trans-continental highways and two primary interstate systems that span the country make Missouri a central part of the national highway system. All of the major national truck lines serve the state.

Major long-term investments in new equipment and the computerization of freight handling procedures contribute to a rail network that's one of the strongest and most modern in the nation. Missouri also offers cargoes and passengers two international airports, more than 100 public-use airports and 22 major commerical airlines.

Skyrocketing energy costs underscore the desirability of inland water transportation: One dollar of fuel will move a ton of freight by barge 22 times further than by truck and five times further than by rail. Ten common carrier barge lines serve the state, and all Missouri cities and counties with river access have authority to develop public port facilities.

Missouri's central location and vital transportation advantages have made it possible for the state to establish a Foreign Trade Zone—an area where imported goods (or goods destined for export, re-export or domestic markets) may be stored, packaged, processed or manufactured free of duty and free of quotas and certain taxes. This makes it possible to deliver goods from overseas much closer to the center of the country's population for maximum distribution to all points in the United States. In addition, Missouri has four cities which have been designated as "ports of entry" for imported goods.

**This is the English translation of an article which appears in* Missouri!, *a publication of the Missouri Division of Community and Economic Development. Japanese and English texts of each article in the booklet are printed side by side.*

Interpreting Data: The Case of Agricultural Exports

Purpose ▶ To help students understand Missouri's part in international agricultural trade by transforming statistical data from tabular to narrative format. The approach taken in this activity can be adapted for use with other types of data.

Levels ▶ 6-12

Subjects/Units ▶ Economics, geography, units on Missouri.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are three objectives to consider. *Students will:*

1. Draw valid conclusions from statistical data and determine the significance of those conclusions.
2. Communicate information clearly using comparisons to make data meaningful.
3. Explain how Missouri is part of a worldwide system of international trade and use data to support the position.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-3; Q-1, 2; R-1, 2; V-1.
Level VIII: A-1; Q-1; R-2; V-4.
Level X: A-1; R-1, 2; V-2.

Resources ▶ Tables showing agricultural and manufacturing export data, provided at the end of this activity.

For the most recent set of the agricultural data, contact the Missouri Crop and Livestock Reporting Service, P.O. Box L, Columbia, MO 65205 (phone: 314/875-5233). For the most recent set of the manufacturing data, contact the U.S. Department of Commerce, 120 S. Central, Suite 400, St. Louis, MO 63105 (phone: 314/425-3303), or the International Business Office, State of Missouri, P.O. Box 118, Jefferson City, MO 65102 (phone: 314/751-4855).

This activity may be modified and used with other data relevant to the course or unit being taught. Such data may be found in U.S. Government books like *Statistical Abstracts,* in World Bank publications, in almanacs, and a variety of other sources.

Strategies ▶ ① Draft a study guide to assist students in converting data from a table into narrative format. A sample study guide can be found on pages 77 and 78.

② Explain your purpose and objectives to students before they begin to work on the study guide. Discuss any basic terms they might not understand such as "agricultural exports," "dollar value of exports," "percent of all sales," and so on. Also, involve students in a brief discussion of what they can learn from Table I (see page 75).

③ Have students work on a small segment of the study guide, perhaps just Part I. Walk around the room to be sure they are working on task and to assist students who are having trouble with the assignment.

④ Before discussing the student's findings in the assignment, have pairs of students check their work and discuss how they arrived at their answers.

⑤ As a class, discuss the first part of the assignment so that students know the right answer and understand how to get it as well.

⑥ Have students continue to work on the study guide. Use the same approach described in steps 3-5 above, perhaps assigning a larger segment of the study guide.

⑦ After completing the study guide, assign additional study guides if students need more practice in drawing data for appropriate use in narrative statements. Very short, simple study guides could even be used for "sponge activities." (A sponge activity is a short assignment to be completed during transition times when classes are beginning or ending or when students are about to move from one task to another.) Such short study guides could involve projecting data on a screen with an overhead projector, writing a brief paragraph on the board but leaving several blanks, and directing students to fill in the blanks with information from the table.

Over time, study guides could be assigned that require students to use more mathematics and make more complex translations of the data. For example, students could be asked to draw pie graphs using estimations or using calculators and protractors. Also, the emphasis in the study guides could shift gradually to more open-ended questions: "Here is a table. Draw one conclusion from it and describe that conclusion in a paragraph in which you also state the importance of the conclusion."

NOTE: Teachers would need to adjust the strategies described above so they offer an appropriate challenge for their own classes.

TABLE I
Agricultural Exports by State
(Source: USDA 1983)

State*	Rank as Exporter 1982	Export Value in Millions of Dollars 1977	1982	Percent Change In Value of Exports - 1977 to 1982	Exports as Percent of All Farm Sales 1982
U.S. Total		24,013	39,095	63	27
Illinois	1	2,539	3,306	30	44.5
Iowa	2	2,042	3,026	48	29.2
California	3	1,774	2,854	61	19.9
Texas	4	1,761	2,569	46	26.5
Minnesota	5	918	1,883	105	28.2
Nebraska	6	988	1,808	83	25.5
Kansas	7	998	1,628	63	28.0
Indiana	8	1,319	1,559	18	34.0
Missouri	9	766	1,404	83	38.2
North Dakota	10	554	1,327	140	49.0
Arkansas	11	907	1,283	41	37.5
North Carolina	12	964	1,247	29	30.3
Ohio	13	957	1,052	10	28.6
Washington	14	414	946	129	31.2
Mississippi	15	648	787	21	32.4
Oklahoma	16	410	781	90	24.9
Michigan	17	318	753	137	26.3
Kentucky	18	473	731	55	25.2
Georgia	19	476	706	48	21.9
South Dakota	20	210	655	212	25.3
Louisiana	21	543	626	15	33.9
Colorado	22	239	613	157	20.4
Wisconsin	23	263	592	125	11.2
Tennessee	24	390	590	51	27.9
Florida	25	370	586	58	13.8
Montana	26	322	559	74	34.2
Idaho	27	262	551	110	26.2
Alabama	28	332	481	45	21.1
Oregon	29	182	423	132	23.8
South Carolina	30	312	407	30	35.2
Arizona	31	285	404	42	24.9
Virginia	32	225	384	71	22.8
Pennsylvania	33	137	246	80	8.2
New York	34	109	214	96	8.2
Maryland	35	136	188	38	17.8
New Mexico	36	82	121	48	12.6
Wyoming	37	38	95	150	17.9
Utah	38	55	80	45	14.8
Delaware	39	53	73	37	18.0
New Jersey	40	38	65	46	12.6
Hawaii	41	59	41	-30	8.5
Maine	42	28	28	0	6.9
Massachusetts	43	12	24	100	7.0
Nevada	44	10	23	130	9.7
West Virginia	45	11	22	100	10.0
Connecticut	46	22	15	-32	4.9
Vermont	47	3	8	167	2.0
New Hampshire	48	2	4	100	3.8
Rhode Island	49	1	1	0	3.0

*Data for Alaska not available

TABLE II
Manufactured Exports by State
(Source: Business America, February 6, 1984)

State	State rank as exporter in 1981	Export value (million dollars)				Percent increase from 1977 to 1981	Export-related manufactures as percent of state manufacturing production	Export-related manufacturing employment as percent of manufacturing employment
		1969	1972	1977	1981			
U.S. Total	---	29,210	36,608	85,796	164,283	91	13.4	12.8
California	1	2,721	2,809	9,116	18,775	106	14.2	14.5
Texas	2	1,468	1,982	5,386	11,687	117	12.5	12.7
Illinois	3	2,343	2,902	6,313	10,369	64	13.4	12.9
Ohio	4	2,338	3,054	6,028	10,353	72	14.8	14.7
Michigan	5	2,613	3,522	6,937	10,275	48	14.7	14.6
New York	6	2,296	2,795	5,833	10,155	74	12.7	11.4
Washington	7	954	1,781	2,805	9,023	222	29.2	26.3
Pennsylvania	8	1,902	2,351	4,714	8,129	72	13.4	13.2
Massachusetts	9	818	920	2,310	5,096	121	15.4	14.2
Indiana	10	998	1,404	2,942	5,008	70	13.7	13.3
North Carolina	11	739	705	2,291	4,682	104	12.5	9.8
New Jersey	12	1,114	1,328	2,881	4,469	55	11.2	11.9
Wisconsin	13	785	916	2,132	4,031	89	12.0	13.0
Louisiana	14	396	541	1,494	3,725	149	12.8	11.9
Florida	15	426	567	1,583	3,352	112	13.4	10.8
Virginia	16	581	716	1,573	3,344	113	14.3	11.1
Tennessee	17	472	679	1,501	3,285	119	13.4	10.3
Connecticut	18	659	848	1,662	3,083	85	16.2	14.9
Missouri	19	634	577	1,682	3,013	79	11.7	11.1
Minnesota	20	492	654	1,605	2,730	70	11.6	12.4
Iowa	21	412	590	1,578	2,705	71	11.8	12.0
Georgia	22	428	580	1,419	2,505	76	10.5	9.7
South Carolina	23	254	312	1,150	2,230	94	15.0	11.7
Alabama	24	318	287	895	1,936	116	13.1	11.0
Kentucky	25	345	451	1,354	1,935	43	12.3	10.6
Oregon	26	240	237	906	1,724	90	14.8	14.5
Arizona	27	157	266	680	1,639	141	19.7	20.5
Arkansas	28	204	320	626	1,604	156	13.6	10.5
Kansas	29	241	283	689	1,517	120	10.1	12.4
Oklahoma	30	158	252	639	1,515	137	10.8	12.4
Colorado	31	157	245	668	1,283	92	11.1	12.7
Maryland	32	362	314	634	1,219	92	11.0	10.8
West Virginia	33	235	295	438	1,199	174	19.7	14.6
Mississippi	34	181	236	718	1,159	61	10.4	8.2
Nebraska	35	100	134	328	945	188	9.5	10.0
Alaska	36	33-48	(1)	374	653	75	36.3	34.1
New Hampshire	37	74	103	290	637	120	13.6	14.1
Rhode Island	38	110	107	297	586	98	13.4	12.0
Maine	39	77	83	232	498	114	10.1	9.9
Idaho	40	35	27	246	460	87	14.7	11.7
Utah	41	48	127	173	449	159	10.6	10.3
Delaware	42	124	128	155	375	142	9.4	13.5
Vermont	43	52	52	183	229	25	12.3	11.6
South Dakota	44	13	(1)	95	185	96	9.1	7.9
North Dakota	45	7	14	73	156	114	10.2	11.1
Nevada	46	10-25	7	31	105	238	13.1	10.1
Hawaii	47	10-25	(1)	26	96	265	6.3	4.5
New Mexico	48	16	18	37	64	73	7.2	4.6
Montana	49	14	(1)	59	61	4	7.6	7.5
Wyoming	50	1-5	(1)	6	18	192	5.6	4.4

(1) U.S. total includes values withheld to avoid disclosure for individual companies or because estimate did not meet publication standards.

SAMPLE STUDY GUIDE

Developing Narrative Profiles

NOTE TO TEACHERS: *This lesson introduces students to narrative profiles. The narrative profile is a strategy that can be used to help students acquire information from tables, maps and graphs. The lesson deals specifically with acquiring information from tables about Missouri's agricultural and manufacturing exports. It assumes that students already know how tables are organized, how to read large numbers and what percentages mean.*

In Part II C, students must calculate the answer to the question about agricultural exports being shared equally among the states by subtracting the United States' 1977 agricultural exports from its 1982 exports and dividing by 50 (states). Otherwise, all answers to the fill-in-the-blank questions are found in Table I (see page 75). The lesson is adapted from **Census '80: Product Primer Number 9** *published by the Census Bureau.*

Part I.

A narrative profile is a written description of the information in a table, graph or map. Complete the following description of Missouri's agricultural exports using the information in Table I.

The dollar value of Missouri's agricultural exports for 1982 was $ _____. Exports amounted to _____ percent of all agricultural sales in Missouri that year.

In 1977, the dollar value of Missouri's agricultural exports was $ _____. Therefore, between 1977 and 1982 the value of Missouri's agricultural exports grew by _____ percent.

The two paragraphs above certainly describe Missouri's agricultural exports. But the description is for Missouri alone. There is no way of telling if Missouri is a major agricultural exporter, if exports represent a particularly large percentage of all agricultural sales in Missouri or if the growth of agricultural exports from Missouri between 1977 and 1982 was big or small.

Part II.

Sometimes you need to go a step beyond the description of a single location. One way to do this is to describe the place in relation to a larger place. Use the information in Table I to complete the following paragraphs. They describe agricultural exports in Missouri and the United States. (Paragraph C requires you to calculate some information not included in Table I. You may use your calculator.) Which paragraphs offer the most insight into Missouri's agricultural exports?

A. Agricultural exports from the United States in 1982 amounted to $ _____; in 1977 they were valued at $ _____. During that period, the agricultural exports of Missouri grew from $ _____ to $ _____.

B. Between 1977 and 1982, the value of agricultural exports from the United States increased by _____ percent. Missouri, on the other hand, experienced a _____ percent gain in the value of agricultural exports.

C. Had the United States' gain in agricultural exports for 1977-1982 been shared equally by the 50 states, each state would have gained _____ dollars in agricultural exports. Missouri, however, gained _____ dollars in agricultural exports during that time.

Paragraph A adds very little to your understanding of Missouri's agricultural exports. You would expect the exports for the United States to be larger than those for a state.

Paragraphs B and C, on the other hand, are very helpful. Paragraph B tells you that the value of agricultural exports grew more quickly in Missouri than in the United States as a whole. Paragraph C says that the amount of gain in agricultural sales for Missouri was more than twice as high as the average gain for the United States ($638 million vs. $302 million).

Part III.

You also can describe one place in relation to similar places (in this case, other states). Two examples are given below. They describe agricultural exports from the Corn Belt states. Each paragraph uses a different narrative profile approach.

A. **Narrative profile approach—comparison.** This type of narrative profile helps the reader visualize how places are similar and different.

Example: Indiana and Missouri are both Corn Belt states. In both states, exports represented more than one third of all farm sales in 1982 (Indiana—34 percent; Missouri—38.2 percent). This is well above the national average of 27 percent.

In 1982, the value of agricultural exports was about $1.5 billion for both states. Yet, in 1977, the value of Indiana's agricultural exports was nearly twice that of Missouri's ($1.3 billion for Indiana, $766 million for Missouri). This means that between 1977 and 1982 the value of agricultural exports grew much more rapidly for Missouri than for Indiana. In fact, the gain in the value of agricultural exports was much higher for Missouri than for the country as a whole (Missouri—83 percent; United States—63 percent). The gain was much lower for Indiana (18 percent) than for the country as a whole.

B. **Narrative profile—rank order.** This strategy involves arranging places from the highest to the lowest value.

Example: In 1982, all Corn Belt states ranked high in the nation in terms of value of agricultural exports. Illinois ranked first in the nation; Iowa was second; Indiana, Missouri and Ohio ranked eighth, ninth and thirteenth, respectively.

The choice of a profile strategy depends on the place(s) you are studying and the question(s) you are attempting to answer. As a general rule, however, **a profile that describes one place in relation to other areas offers more insights than a profile that describes one place alone.**

Table II (see page 76) contains information about manufactured exports by states. Use the information in the table to develop three narrative profiles:

(1) Develop a profile that describes manufactured exports from Missouri in relation to manufactured exports from the United States as a whole (use II B or II C as a guide). guide).

(2) Develop a profile that describes how Missouri is similar to and different from another state in the West North Central region (use III A as a guide). The West North Central States include Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska and Kansas, according to the Census Bureau.

(3) Develop a profile that orders the West North Central States in terms of their rankings as exporters in the country (use III B as a guide).

The "J" Curve— The World Gets Smaller

Purpose ▶ To encourage students to think about the effect that the rapidly increasing speed of travel has on the lives of those living in Missouri. The "J" curve described in this activity is a graph that results when a number is doubled repeatedly (e.g., 20, 40, 80, 160, 320, 640, etc.). The chart of the "J" curve ("Travel Speed") and the "Grandparents' World/My World" sheet were adapted from materials in *"The Century of the 'J' Curve"* by Lee Anderson (New York: AFS International Scholarships).

Levels ▶ 4-12

Subjects/Units ▶ World history, Missouri history, sociology.

Objectives ▶ This lesson could be used to help students achieve many objectives, depending on how it is taught. Here are four objectives to consider. *Students will:*

1. Locate places on maps and read maps.
2. Identify cause-and-effect relationships pertaining to changes in transportation routes and speeds.
3. Contrast living conditions of today with those of the past.
4. Investigate a topic using effective methods.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-3, 4; B-1; C-1, 2; D-5, 6; E-1, 4; F-1; R-1, 2; V-1, 2.
Level VIII: A-1, 2, 3, 4; B-1; C-1, 2; D-1, 2, 3; F-1; N-1, 2; Q-1; R-2; V-1, 2, 3, 4.
Level X: A-1, 2, 3; B-1; C-1; D-1, 2, 3; E-3; F-1; Q-2; R-1; V-1, 2.

Resources ▶

① Overhead projector and screen.

② A transparency of the "Travel Speed" chart (page 81).

③ Copies of the handout, "Grandparents' World/My World" (page 82).

④ A copy of the videotape, "Missouri on the Move: A History of Transportation in the Show-Me State." This is available from your nearest Highway and Transportation Department district office or from the Public Information Division, Missouri Highway and Transportation Department, P.O. Box 270, Jefferson City, MO 65102; phone 314/751-2840. Teachers are encouraged to duplicate the tape if they find it useful. The well-written, illustrated brochure that accompanies the tape also is a good resource for students.

Strategies ▶ ① Begin the lesson by asking students what is involved in traveling around the world today. What would be the fastest way to go? How long would it take in a 500 mph jet, given the circumference of the earth is 24,875 miles? How long does it take for a satellite to travel around the earth at 18,000 mph? How long did it take in 1899? How was travel different then?

Encourage discussion and record student ideas on the chalkboard or on a clear transparency.

② Next, introduce the videotape, "Missouri on the Move: A History of Transportation in the Show-Me State," directing students to take notes on how life was different in the past as a result of the types of travel available then.

③ After showing the videotape, discuss with students how today's transportation systems have affected our lives.

④ Either by handout or transparency, show students the "Travel Speed" chart. Discuss the meaning of the chart, emphasizing the "J" curve and its relationship to miles and years. Show how speeds fit into the straight lines of time. Also, point out how fast the speed changes have occurred in recent times after remaining steady for centuries. Ask students when the most recent changes have occurred and what effect they have had on the world. Finally, ask students to point out other examples of how fast a change has taken place.

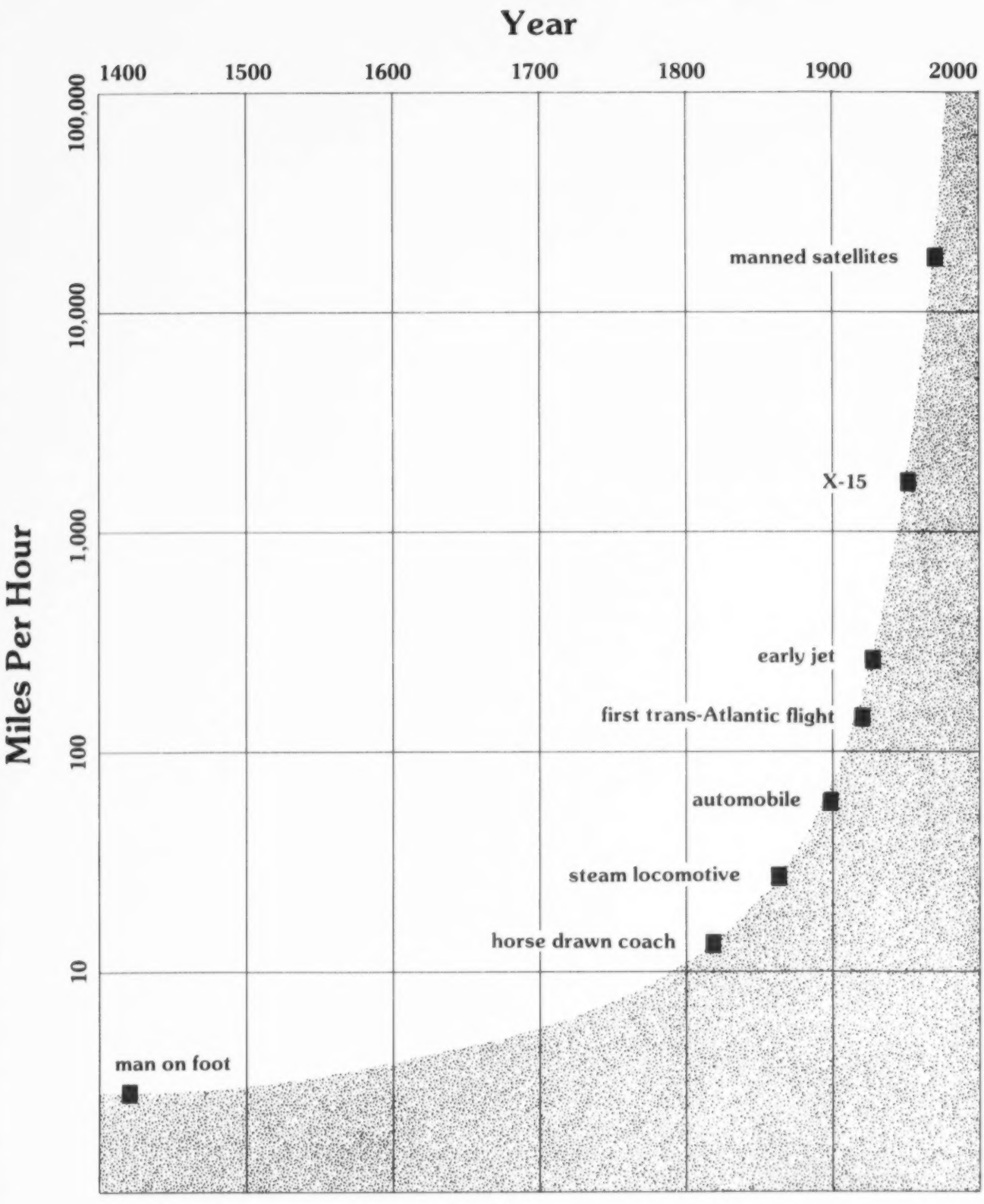
⑤ Hand out the "Grandparents' World/My World" sheet. Discuss each event and ask students how they would react. Stop after each event to read the grandparents' reaction and discuss why the grandparents would have responded this way. After discussing all events, have students list reasons why reactions to world events today differ greatly from reactions in 1930.

To Extend the Activity: Give students a check list like the one below. Have students indicate whether the series of items on the left have been affected by travel speed and, if so, how?

Item	Affected by Travel Speed (Yes/No)	If Yes, How Affected?
Music		
Clothes		
Food		
TV		
Movies		
Illness		
Knowledge		
Books		

After they complete the "J" curve activity, ask students to identify another example of the "J" curve and change. Have them discuss the example with family or friends, exploring how the "doubling effect" of exponential change works in this case.

Travel Speed



Grandparents' World/My World

Event	My Reaction 19 ___	Grandparents' Reaction 1930
War breaks out in Pacific Islands, 4,000 miles from home.		None: The Pacific Ocean and its islands are not part of their physical environment and the enemy is not part of their social environment.
A small group of political leaders in a capital city in East Asia misperceive the meaning of an American secretary of state's address to a press club luncheon and order a military assault on their neighbor to the south.		None: Asia and the Americans are not part of their physical environment, and the people who live there are not part of their social environment.
A severe drought takes place in Africa.		None: Africans and the weather in Africa are not part of their social and physical environment.
Simultaneously, bad weather occurs in South America and a civil war breaks out in Africa.		None: Plants growing in Africa and South America are not part of their biotic environment.
A new musical group forms in England.		None: People in England and the things they do are not part of their social environment.
The sale of cars in Europe, Asia, Africa, and Latin America increases.		None: Most American-built cars are sold in the United States; few foreign-built cars are sold in the United States.
A new strain of virus evolves in South Asia.		None: Grandparents stay healthy. Viruses in East Asia never become part of their biotic environment and, hence, never affect their relations with each other or their children.

Globe Makers

Purpose ▶ To help students locate continents and relate their locations to Missouri.

Levels ▶ 4-6

Subjects/Units ▶ Geography.

Objectives ▶ This lesson could be used to teach many objectives, depending on how it is taught. Here are two objectives to consider. *Students will:*

1. Identify continents, oceans, major countries and Missouri on a globe.
2. Describe how Missouri relates to other places using locational terms from geography.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-2, 4; D-3, 5.

Resources ▶

① These supplies: paper plates, flour, water, salt, paints.

② Globes and maps of all kinds.

Strategies ▶

① Discuss these concepts with students: continents, countries, bodies of water, equator.

② Have students form groups to examine maps and globes. Be sure students can locate the continents, countries, the large bodies of water and the equator. Discuss how these places relate to each other spatially.

③ Have students glue two paper plates together to form the world. Then ask them to draw the equator, the continents, bodies of water, countries and the state of Missouri.

④ Have students prepare a flour-salt mixture (see recipe at the end of this activity) and use the material to show the mountain ranges on their globes.

⑤ Discuss how color may be used on the globes: to separate land from water, to show different countries, to show elevations, to show how land is used, and so on. Let students decide how they will paint their globes.

⑥ After the globes are completed, ask students questions that will get them to think about Missouri in relation to continents, bodies of water, and other countries. Encourage the students to use their globes to answer the questions.

⑦ Hang the globes in the classroom or another location in the school.

Salt Map Mixture

Needed:
2 parts salt (canning salt works best)
1 part flour
1 part water

How to make it:
1) Mix salt and flour in a large bowl. The relative amount may change according to the size of the project.
2) Add water, a little at a time, until the mixture has a consistency of icing.
3) After it dries (1-2 days), paint with tempera or water colors.

Maps—Shapers of Perspectives

Purpose ▶ To promote an understanding of how maps vary from place to place and how the maps people use influence their perspectives.

Levels ▶ 6-12 (The degree of sophistication of the activity can be adapted easily.)

Subjects/Units ▶ Geography, history, area studies.

Objectives ▶ This lesson could be used to teach many objectives, depending on how it is taught. Here are two objectives to consider. *Students will:*

1. Draw inferences from maps.
2. Hypothesize how various maps may influence an individual's perceptions of the world.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level VI: A-3, 4; D-3, 5; V-1.
Level VIII: A-1, 2; D-2, 3; V-4.
Level X: A-1, 2; D-1, 3; V-2.

Resources ▶ Several world maps will be needed for the first part of the activity. Here are some examples:

① The traditional Mercator projection. (This map distorts areas by making nations to the north or south look larger than those closer to the equator. The map makes the more highly developed nations of North America and Europe seem larger than they are relative to other countries.)

② The Peter's projection. (This map also distorts shapes, but does so in a deliberate manner that causes land masses to be shown with accurate areas.)

③ Maps of the world that place different countries, such as China or the United States, in the center. The *World Eagle* is a good source of maps showing places from different perspectives. Try to obtain maps produced in other countries for their students or citizens; such maps might be obtained from foreign embassies in Washington, D.C. Have students examine how foreign-made maps depict the United States, Missouri and other countries, comparing the foreign-made maps with American-made maps.

Strategies ▶ ① Collect, make or have students make maps like those described above. The maps may be on paper (poster-sized or notebook-sized) or on overhead transparencies.

② Assemble all the maps available and decide which ones may be used in pairs to encourage discussion (e.g., a Mercator projection paired with a Peter's projection, a U.S.-centered world map paired with a European-centered map or a Pacific Ocean-centered map, etc.)

③ Show a pair of maps to the students. Have them work individually or in small groups to respond to questions like these:

- What does each map show?
- What do the maps have in common?
- How do the maps differ?
- Suppose you are familiar with only one of the maps in your pair. How would your perceptions of places in the world or state differ from those of someone familiar with only the other map?
- Are those differences in perception important in any way? Explain. If one of the maps comes from another country, indicate what country. Ask whether that map could help us understand perceptions of the world held by residents of that country.

Alternative Strategy: World maps published in the United States usually have Missouri in the center of the nation (and thus the world). Have students imagine they are from somewhere else and make a map with their location in the center.

To Extend the Activity: Show students maps with carefully selected central locations and surrounding areas. Have students compare the implications of living in these different central locations. This strategy is particularly appropriate for world history classes. Good maps for this purpose are listed below.

Center of Map	Rationale for Use of Map
Missouri	A state in the middle of a nation which has never been conquered.
Japan	An island nation, with clear national borders; hard to conquer until recent times.
Great Britain	Same rationale as Japan, yet much closer to Europe than Japan is to Asia.
Australia	Same rationale as Japan.
Poland	A nation without clear physical boundaries, surrounded by powers, sometimes hostile.
Israel	Same rationale as Poland.

Know & Grow: De-stereotyping Perceptions of Others

Purpose ▶ To help students deal with stereotypes and misperceptions of peoples and cultures. This activity may be used in teaching any lesson concerned with breaking down stereotypes. It is assumed that elementary children learn more effectively if they can deal with abstract ideas in a concrete manner and that the bulletin board can be an effective tool in overcoming children's stereotypes of various cultures.

Levels ▶ 3-8

Subjects/Units ▶ Global studies or geography.

Objectives ▶ This type of lesson could be used to teach many objectives, depending on how it is conducted. Here are three objectives to consider. *Students will:*

1. Identify instances of stereotyping and illustrate how it interferes with the ability of people to understand each other.
2. Correct stereotypic thinking related to another culture being studied.
3. Find new information efficiently.

Other more specific objectives to examine include these State Core Competency Objectives for social studies:

Level III: T-2; V-1, 2.
Level VI: T-2, 4; U-1, 2; V-1, 2.
Level VIII: T-1; U-1; V-1, 2, 4.
Level X: T-1; U-1, 2, 3; V-1, 2.

Resources ▶ ① Pictures, graphs, maps and charts pertinent to the country or area of the world your class will study.

② Materials normally used to make bulletin boards (construction paper, etc.).

③ News magazines, *National Geographic*, drawing paper, graph paper and other materials, depending on how students have been asked to illustrate knowledge about the area under study.

Strategies ▶ ① As you begin the study of an area of the world or a foreign country, ask students questions to elicit their perceptions. In one unit on Japan—"Japan: A Divine Exploration" by Ted Bernstein, Parkway School District—these questions were suggested:

- Describe a day in the life of an elementary school student (of your age) living in Japan. . .
- What would your home be like? Draw a picture of it.
- Give an account of who's who in your (Japanese) family, including interests of family members, expectations, hobbies, etc.
- What do Japanese people eat? Describe your three meals.

- How do Japanese people have fun? Sports? Entertainment? Vacations? Hobbies? Other?
- How is success defined in Japan?
- Where is Japan? Describe its location any way you can without looking at a map!
- Draw a map of Japan.

② Have students compare answers to each question and summarize the class's perceptions about Japan.

③ Introduce the term "stereotype" and give students a dictionary definition like this one:

> "A standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude or uncritical judgment (as of a person, or race)." — *Webster's Seventh New Collegiate Dictionary*. Springfield, Mass: Merriam, 1969, p. 860.

Help students understand the meaning by highlighting "oversimplified" as a key word and by giving examples like these: "Indians live in wigwams." "Blacks have great rhythm." "Japanese are short." "Africans are black and are jungle dwellers." "Lots of Japanese students commit suicide because of pressure at school."

Tell students that most stereotypes have some basis in truth, but that they are inadequate descriptions of other people. For example, **some** Indians did live in wigwams, just as **some** Indians lived in wooden buildings they constructed, just as **some** Indians today live in apartments in Chicago.

④ Raise these questions with students: "To what extent were the perceptions we expressed earlier (Strategies ①) about Japan (or whatever culture is being studied) examples of stereotypes? How could we check into this?

⑤ Have students collect photographs of the other culture and its geographical setting and post them on a bulletin board under the headings of "nonstereotypical" and "stereotypical."

⑥ As the students learn more about the country being studied, ask them to add new information to the board. This information could include charts, graphs, maps or pictures, depending on the interest or abilities of the students and the information and materials available in your classroom.

⑦ When completed, the bulletin board will demonstrate to students what they have learned about the area or country. In the upper grades, it can be used as the focus of review before a quiz or test. At any level, the board can be used as the basis for oral or written presentations prepared for other students, parents or the community. The bulletin board itself could be placed in a prominent location in the school.

Finally, as a means of evaluating learning in the activity, ask students to complete sentence starters like these: "One new thing I learned from my class bulletin board display is. . . ." "Since we began our class bulletin board, I have changed my mind about people of _____ (country or area) in these ways. . . ." "People in _____ (country or area) make their living in a variety of ways, including. . . ."

Chapter 3.
Potpourri

In this chapter, teachers will find 28 activity ideas to use in creating their own lessons. Some suggest mini-research projects for one or two students, while others call for active participation by the entire class.

The central purpose of lessons based on these ideas should be to help students comprehend and appreciate how their lives here in Missouri connect with the lives of people in other parts of the world. Secondary goals might be to help students understand how other cultures meet basic human needs, become more familiar with current events and important trends, and develop better skills for inquiry and analysis.

1. Distances to Cities of the World

List 10 cities, each located in a different country. Select the cities according to such criteria as places in the news, places the class is studying, places students' families have come from, and so on. Have students use string and a globe (not an atlas) to rank those cities from closest-to-home to farthest-from-home. Ask students if they are surprised by what they have learned.

2. From Here to There

Pick a city and have students identify the most direct route to it using string and a globe (not an atlas). Next, have them identify the countries, cities and bodies of water that lie under the string.

3. Discussion Starters

Develop a set of questions like these to encourage students to discuss their connections with the rest of the world. Print the questions on cards and have them ready to use when students finish an activity early.

- Whose family owns a foreign car?
- Who has traveled overseas?
- Who has a friend who has traveled overseas?
- Who has eaten a food today that comes from overseas?
- Who can speak or understand another language?
- Who belongs to a religion that originated in another country?
- Who collects stamps from another country?
- Within the past week, who has played a game that people in another country play?
- Who has seen a television program with performers from another country?
- Who belongs to an organization with members or programs in another country?
- Who uses the metric system?
- Who has a pen pal in another country?
- Who has a relative who works for a company that exports goods?
- Who has a relative who works for a company that imports goods?

If students cannot answer the questions, the teacher may need to provide some information. For instance, students might need to be told which automobile companies are foreign; that foods like coffee, tea, bananas and chocolate come from abroad, as do tomatoes at certain times of the year; where Christianity, Judaism, Islam and Buddhism originated; and that groups like the YWCA-YMCA, Scouts and 4-H, as well as most of their churches, have members in other countries.

Once the questions are answered, encourage students to share what, if anything, they have learned about other cultures from direct or indirect contact with them.

4. Cooperative International Efforts

Although the world is divided into many different nations with different languages, countries cooperate in carrying out some tasks that we in Missouri may take for granted: delivery of mail, international airline flights, sharing of weather information, uniform weights and measures, and control of diseases and pollution.

Social studies classes should study such examples of human cooperation not just problems. One rich area to explore is the work of agencies affiliated with the United Nations such as the United Nations Children's Fund (UNICEF), the Food and Agricultural Organization (FAO), the World Health Organization (WHO), the Universal Postal Union (UPU), the International Civil Aviation Organization (ICAO), the World Bank and the United Nations Environment Programme.

Have teams of four to six students each examine the work of one of these agencies. Students may use books about the United Nations or materials produced by the United Nations or the associated agencies. Have the teams identify the responsibilities

and membership of the agency, where its offices are located, how it makes decisions, its major accomplishments, and major issues facing it.

Have each team make a 15-minute presentation to the class in the format of a television magazine program complete with visuals. The program could be "aired" weekly or twice a month, and a standard introduction and conclusion could be developed for "the broadcast." While teams would be responsible for the principal segment of the show, individual students could be assigned responsibility for various aspects of the program. Time also could be designated for brief, one- or two-minute updates by teams that made presentations earlier.

Resource materials about international agencies may be examined at United Nations Association book stores in St. Louis and Kansas City. Teachers will find factual descriptions of the United Nations and its agencies in publications such as *Basic Facts about the United Nations* and *UN Chronicle*, which reports 10 times a year on the work of all United Nations agencies. Another useful resource is *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education*. For more information about these and other United Nations publications, write to: United Nations Department of Public Information, Public Inquiries Unit, New York, NY 10017.

5. Roots of Words

Students are often asked to use dictionaries to find the meanings of words. Collegiate and adult dictionaries also show the origins of words. For example, "democracy" has Greek origins, "kindergarten" German origins, "coffee" Turkish origins, "algebra" Arabic origins, "ski" Norse origins, and "tatoo" Polynesian origins. Have students identify the origins of words using dictionaries, show these locations on maps, and hypothesize about how the words became part of the English language.

Teachers also might invite people from other countries to visit their classes and talk about how English words have become part of their native language. For example, consider the origins of these Japanese terms: "basuboru" (baseball), "waishatsu" (dress shirt from "white shirt"), "aisukurimu" (ice cream), "appurupai" (apple pie), "hotto dokku" (hot dog), "koka kora" (coca-cola), and "aruka setutsua" (Alka Seltzer).

6. Foreign Languages in Missouri Schools

Each year the Missouri Department of Elementary and Secondary Education publishes and sends to school districts and public libraries its annual *Report of the Public Schools of Missouri*. Copy the page(s) which show enrollments in foreign language courses and have students consider the implications of those statistics.

Here, for example, are the statistics for high schools (grades 9-12) for the 1984-85 school year.

Courses	Districts Offering	Pupils Enrolled
Introduction to Foreign Languages	3	218
French I	178	8,762
French II	133	3,672
French III	82	1,820
French IV	47	1,224
German I	68	3,193
German II	52	1,426
German III	36	523
German IV	21	419
Latin I	30	1,371
Latin II	23	468
Latin III	18	355
Russian	2	96
Spanish I	247	17,219
Spanish II	188	6,526
Spanish III	117	2,611
Spanish IV	50	1,127
Spanish V	14	536
Hebrew	2	69
Total		51,635

To place these foreign language enrollments in perspective, consider the total number of school districts with high schools was 453 that year, and the total high school enrollment was 248,731. (These data also may be found in the annual report.)

Have the class determine what percentage of Missouri students were taking introductory and advanced levels of such modern languages as French, German, Russian, Spanish, Hebrew, Arabic, Chinese and Japanese. Discuss the consequences of those percentages. Do the enrollment data suggest Missouri school districts are encouraging students to be prepared to communicate with people of other countries in their languages? (Note that Russian, Arabic, Chinese and Japanese are not taught in Missouri's public schools.)

Ask students if the United States will face problems in world trade and international relations if few Americans can communicate in any language except English? (Note that in many countries, including the Soviet Union, the Netherlands and Japan, most high school students are required to study a foreign language, often English, for at least **four** years. Few of Missouri's 452 high school districts offer three or more years of a language, and many students who take foreign language for a year do not continue.)

Have students consider these quotations from

The Tongue-Tied American by Sen. Paul Simon of Illinois: "Because knowledge of foreign languages has diminished so substantially, the State Department no longer requires any background in another language as a condition of entry into the Foreign Service. ... We must learn the language and culture of others if we expect to sell. ... Today there are more teachers of English in the USSR than there are students of Russian in the United States."

Then have students investigate and discuss these questions:

- What foreign languages could be used while traveling inside the United States? And while visiting our neighbors both north and south?
- Ask students who have older brothers and sisters in college about the number and origin of any foreign students in their classes.
- How many students plan to enlist in the Armed Forces? Have them check with the recruiters to learn the foreign countries where American military personnel are stationed.
- If you **had** to take a foreign language, which one would be best? Why?

7. Magazine Covers

Show the class the covers of some major news magazines such as *Time, Newsweek, U.S. News and World Report* and *The Economist* (London). Discuss the content of the cover photographs with students. Talk about why a particular cover was used during a particular week and how the subject of the picture affects the lives of people in Missouri.

8. What Can We Learn about the World from Maps?

Collect and file all types of world maps—maps printed in different countries, maps from different times, and maps that focus on different topics. During a unit of study, select an appropriate map and project it for the class to see. (Use an opaque projector or make a slide of the map.)Ask students what the map tells them about conditions in the world and the perspective of the cartographer.

9. Missouri: Facts and Figures

Obtain copies of the latest *Missouri: Facts and Figures* brochure for each student. The free, 28-page pamphlet is published by the Missouri Division of Tourism, Box 1055, Jefferson City, MO 65102.

Have students read the pamphlet and note sentences that pertain **in any way** to the state and its relationship with other parts of the world. Have students discuss their findings and any questions they have.

10. Study of Culture by Teams

Divide the class into groups and assign each a different culture to study. Have group members discuss what topics they plan to investigate and what information they intend to collect. Then discuss study procedures with the class as a whole and conclude by giving students specific directions.

Encourage students to get firsthand information about the culture by talking to and reading about people who have lived in the culture. For example, if a team studying England investigates English schools, have students try to find out how the English themselves describe their schools.

When the teams complete their reports, have the students compare conditions in the various cultures.

11. Driving Forces for Transportation

Have students create a time-line history of transportation from prehistoric times to the present. Tell them to indicate "the 10 most important inventions" on their time lines with asterisks and be prepared to defend their decisions. Then discuss transportation progress in terms of natural resource needs, types of jobs created, methods of warfare and their consequences, trade and communication among people, and so on.

To help students grasp the impact modern transportation has had on the lives of Missourians, have them examine classified ads for jobs or other items related to transportation.

Through the time-line activity, students should discover how radical the changes in transportation methods and speed have been in recent times (the past 200 years) and how much those changes have affected our lives. An interesting, related article that students might examine is "Triton Follows in Magellan's Wake"(*National Geographic*, November 1960, pp. 11.585-615).

12. State-of-the-World Committees

Divide high school geography or contemporary issues classes into committees. Have each committee investigate a major topic such as control of violence; human rights; conserving exhaustible resources; meeting people's food needs; distribution of wealth; economic development; the well-being of children; and disease control. (Students may wish to focus on more specific subjects within these broad topics.)

Direct students to prepare a status report on their assigned topic, identifying key issues and placing them in historical perspective, and making future projections and considering their implications. Committees should explore what agencies and organizations, governmental and nongovernmental, are dealing with the problems associated with their

topics and consider what constructive action U.S. citizens might take to deal with the problems.

Sources of information should include newspapers and the most recent copies of the Worldwatch Institute's annual publication, *State of the World*, as well as publications from the World Bank, the United Nations and its agencies. Many of these organizations are listed in *Strengthening International Studies in Schools: A Directory of Organizations*, which is available from the Social Studies Development Center, Indiana University, 2805 E. 10th St., Bloomington, IN 47405.

13. Correcting Misperceptions about the Size of the United States and Missouri

Many students have a faulty notion of the respective sizes of nations and continents, especially if they exclusively use a Mercator map projection. Use this activity to correct their perceptions:

- Give students a large globe and tracing paper. Have them trace the United States with Missouri inside it as well as any continents or countries related to current studies. (Although tracing may be difficult, be sure to use a globe, and encourage students not to worry about details.)
- Make different-colored transparencies from the tracings. Cut out the nations or continents.
- Using an overhead projector, superimpose one or more transparencies on another, so the class can compare their sizes.

14. Comparing Population Densities

Have students compare the population densities of the United States and Missouri with other places. To calculate population density, divide the population of a place by its area. Statistics on the areas and populations of various nations can be found in up-to-date almanacs.

Be sure students realize that information about the habitability of an area is important in accurately interpreting population density statistics. Significant portions of a country may be covered by mountains or desert causing population clusters in more habitable areas.

For example, the area of Japan is about twice that of Missouri, but with a population equal to about half that of the United States, Japan's population density is much greater than Missouri's. Since mountain ranges take up four-fifths of the area of Japan, its people live very close together and the country must import food because there is little land suitable for farming.

15. The Histories Taught in School—Here and Elsewhere

Nations differ in the emphasis they place on teaching their country's history in their public schools. Consider these two cases in point:

- In schools in the Netherlands, courses such as "Dutch History" or "History of the Netherlands" are not taught. Instead, the history of the Netherlands is incorporated in a general world history course.
- In the United States, "U.S. History" is taught for at least three years during grades K-12. Other histories, such as "World History" and "European History," also are offered. In the past, a course in European history called "Old World Backgrounds" traditionally was taught before the eighth grade U.S. history course.

After presenting these examples to students, discuss questions like these: In which country would students probably view their nation's history as something unique, different and special? In which country would students probably look at their nation's history as interconnected with the history of the world? What are some advantages and disadvantages of each approach?

16. The Notion of Interdependence

Print the names of various countries on large cards. Have students form teams of two and select one of the cards. Then have the teams draw their country on the back of the card, using agreed-upon symbols to indicate their country's resources and products. (To speed things up, teachers could prepare the cards in advance and laminate them for future use.)

Next, ask students if anyone has a country that seems to produce **all** the goods and services its people need. Then have the students look at each other's maps to identify trade arrangements that would be mutually beneficial. Be sure they discuss the advantages and disadvantages of such trade arrangements.

In concluding the activity, point out that conditions sometimes prevent trade from occurring, even when it would benefit both parties from an economic perspective. These factors often are related to international or domestic politics or problems with transportations systems. Encourage students to look for articles about trade and trade barriers.

17. Global Facts "Tick Tack Toe"

The tick-tack-toe game can be used to review facts or apply geography and reference skills. First, prepare a set of geography review or skill questions and write each one on a separate 3" x 5" card. Then divide the class into two teams, the "X" Team and

the "O" Team, and draw a grid like this on the chalkboard:

	A	B	C
1			
2			
3			

Flip a coin to determine which team will start the game. Have the winning team indicate the box where it wants its first "X" or "O" by stating the coordinates (A-1, C-3, etc.). Draw a card from the stack and ask the team to answer the question. If the team answers correctly, it may make its "X" or "O" in the chosen box. If the team answers incorrectly, the other team gets its turn.

Teachers might wish to have the class agree on some rules to ensure all students have a chance to participate in the activity.

18. Other Languages

If students are studying a unit about another culture, teach them some words from that culture's language. Try to teach them words that are used frequently and be sure to pronounce them accurately.

19. Tuning in to the World on the Shortwave

If any students have shortwave radios, have them tape some overseas broadcasts for the class to discuss. For example, the students might determine whether music that is popular in the United States is popular in Europe. They also might be able to determine if different countries describe the same news events the same way.

If possible, obtain some newspapers from foreign countries (the public library might be a source), and compare coverage of international news stories. *World Press Review* magazine also is a source of such stories.

20. Impact of Foreign Wars on Missouri

History courses often cover wars such as the Mexican War, Spanish-American War, World Wars I and II, the Korean War and the Vietnam War. As they study these conflicts, have students answer this question: How did this war affect Missouri?

21. Ethnic Crafts in Missouri

Have students try to identify any ethnic crafts and skills still found in their local community. Obtain samples of such work to show the class, and if possible, have local artisans demonstrate their crafts for the students and discuss their origins. Examples of ethnic crafts would be Germanic woodworking, Anglo or Swedish weaving, Afro-American carving, and European or Latin American needlework.

Barry Bergey, formerly with the Missouri Cultural Heritage Center at the University of Missouri-Columbia, proposed this activity. He suggests developing it with assistance from local historical societies, museums and the Missouri Cultural Heritage Center. For a bibliography of articles about Missouri crafts, write to the Missouri Cultural Heritage Center, c/o the University of Missouri-Columbia, Columbia, MO 65211. Advertisements in local newspapers also might provide information about the availability of ethnic craft items.

22. Missouri Athletes of Foreign Origin

Have students identify members of Missouri athletic teams who have significant foreign connections. For instance, ask them to identify team members who are citizens of foreign countries or athletes who play winter baseball in Latin America.

Students might explore how baseball teams like the St. Louis Cardinals and Kansas City Royals handle communication when they hire players that don't speak English.

23. Classroom Trip Around the World

Have the class plan an imaginary two-month trip around the world. After selecting the basic itinerary, have the students form subcommittees to make more detailed plans for specific portions of the trip. The subcommittees should report back to the class on major sights to be seen, important customs of the area, available transportation, the currency system, the language and other important matters.

24. Music in the World

How do the musical preferences of Missourians compare with those of persons in other countries? Students could explore this question by looking at the classical music offerings advertised in metropolitan newspapers and at the popular music reports from around the world that appear in *Billboard* magazine each week.

25. Visitors Among Us

See if there are recent immigrants living in your community who might visit with your students or participate in an international night at the school. To locate such potential guests, check with local churches, service clubs or adult education programs that teach "English as a Second Language."

26. Civic, Service and Religious Organizations—Their Connections to the World

Organizations such as Kiwanis, Rotary, YMCA-YWCA, World Affairs Councils, People to People, Sister Cities, Boy and Girl Scouts, and churches and synagogues as well, often have significant links with other countries and their residents. Have teams of students interview members of organizations like these to learn about their international projects.

27. Which Foreign Company Is Nearest Your School?

Following is a list of companies located in Missouri that are completely or partially owned by foreign interests. Have students use the list to answer questions like these:Which company is closest to your school? What does it produce? How many local jobs are created by that company?

(This list appears in *The Missouri Corporate Planner*, published by the Missouri Division of Community and Economic Development. Tell students that since the list was published, some companies may have gone out of business or been purchased and new companies may have opened.)

Direct Foreign Investment in Missouri Manufacturing and Mining

Canada	ESB Inc.	Kansas City
	Husky Industries Inc.	Branson
	Metal Goods Corp.	St. Louis
	Missouri Mounting and Finishing Co.	St. Louis
	Multiplex Co.	St. Louis
	Noranda Aluminun Inc.	New Madrid
	Southeast Missourian	Cape Girardeau
	Whitehead Metals Inc.	St. Louis
France	Certain-Teed Products Corp.	Kansas City
	Lambert Manufacturing Co.	Chillicothe Gallatin Kirksville
	Rhone-Poulenc Inc.	St. Joseph
	UMC Industries	St. Louis
Germany	Calgon Corp.	St. Louis
	Clorox Co.	Kansas City
	Entrex Inc.	St. Louis
	FAG Bearings Corp.	Joplin
	Ferralloy Corp.	St. Louis
	Frankona	Kansas City
	German Foods	St. Joseph
	W.R. Grace & Co.	Joplin
	Zonolite Division	St. Louis
	Donison Chemical Division	Trenton
	Mobay Chemical Corp.	Kansas City
	Robintech Inc.	Rolla
	VSM Abrasives Corp.	O'Fallon
	Vario Veneer Corp.	Pleasant Hill
	Zonolite Construction Products	St. Louis
Great Britain	Airco Industrial Gases	Independence
	Azcon Corp.	Ballwin
	Dee Electric Co.	Camdenton
	Fasco Industries	Cassville Eldon Ozark
	General Cable Corp.	Warrenton Kansas City
	Hydro Conduit Corp.	Kansas City
	Hygrade Food Products Corp.	St. Louis
	Pandjiris Weldment Co.	Kansas City
	Parmalee Industries Inc.	Kansas City
	Plessey North American Corp.	Marshfield
	Plessey Couplings Division	
	R.T. French Co.	Springfield
	Ravarino & Freschi Inc.	St. Louis
	Schubrooks	Kansas City
	U.S. Safety Service Co.	Kansas City
Greece	Cosmoflex Inc.	Hannibal
Japan	Alumax Foils Inc.	St. Louis
	Koken Manufacturing Co.	St. Louis
	Sony Corp.	Kansas City
	Toyota	Kansas City
	YKK USA Inc.	St. Louis
Luxembourg	MOOG Automotive Inc.	St. Louis
Netherlands	Lever Brothers Co.	St. Louis
	Thomas J. Lipton Inc.	Independence
	Philips-Roxane Laboratories Inc.	St. Joseph
Panama	Syntex Agribusiness Inc.	Springfield

After students explore foreign investment in Missouri, have them determine if any American-owned companies in their community manufacture products sold overseas. Have them find out how many local residents the companies employ. A good source of this information is the current *Missouri Directory: Mining, Manufacturing, Industrial Services, Industrial Supplies* (St. Louis: Informative Data, 3546 Watson Rd., St. Louis, MO 63139). The publication is available at many local public libraries or Chamber of Commerce offices.

28. The 100 Percent American Bicycle

Schwinn is an American bicycle company. Have students determine if Schwinn bicycle parts are manufactured in the United States. Suggest that they look for labels on Schwinn bicycle parts and talk with the owner of a local bicycle shop.

This activity could be expanded to include other consumer products.

Chapter 4. Resources

Resources for teaching about the world and how Missourians relate to it are listed in two general categories: "National Resources" and "State Resources." National resources are organizations with offices outside of Missouri that produce materials to use in teaching about the world. State resources are Missouri-based organizations, both governmental and nongovernmental, that offer materials and expertise useful in preparing lessons on Missouri-world connections.

The list of resources presented below is far from complete, and teachers are encouraged to contact other groups. Also, this listing is not an endorsement of any specific organization or of the educational materials which they may provide. A teacher should always interview potential guests and preview materials to judge their suitability for his or her students.

NATIONAL RESOURCES

National & International Organizations

Many national and international organizations—from private, not-for-profit educational groups to the United Nations—offer resource materials on the connections among nations. These organizations and their products and services are described in the book, *Strengthening International Studies in Schools: A Directory of Organizations,* published by the Indiana University Social Studies Development Center. The book costs $3 plus postage and handling charges of 8% (minimum $2). Order copies from:

CTIR Publications, Department 5
University of Denver
Denver, CO 80208
Phone: 303/871-2426 or 303/871-3106

Other resource materials are listed in CTIR's free catalog.

Title VI National Resource Centers

The federally funded National Resource Centers for Area and International Studies may be excellent resources for teaching units about other cultures. Their outreach programs provide a link with university resources.

The 91 centers focus on these areas: Africa; East Africa; South Asia; Southwest Asia; Eastern Europe and the USSR; Latin America; Middle East/Near East; Canada; Western Europe; Pacific Islands; Uraltic and Inner Asian Studies; Special Issues (health, food, intercultural resources, interpretation and translation, and development); and International Studies.

The centers and their addresses are listed in *Strengthening International Studies in Schools: A Directory of Organizations*, which was cited in the previous section. A teacher preparing a unit on Canada, for example, could find addresses for the two Canada resource centers in the directory and request copies of their publication catalogs. The teacher who makes the effort will learn about dozens of useful instructional materials!

The centers also offer summer institutes for teachers, inservice workshops, textbook evaluations, newsletters (often free), and other services.

Other Organizations

The Asia Society
725 Park Avenue
New York, NY 10021
Phone: 212/288-6400

The Center for Teaching about China
2025 Eye Street, N.W., Suite 715
Washington, D.C. 20006

Japanese American Curriculum Project
414 East Third Avenue
San Mateo, CA 94401
Phone: 415/343-9408

Write for catalogs of the materials these organizations offer. The Asia Society, for example, produces *Video Letters from Japan,* which are high quality, inexpensive programs that can be used to introduce upper elementary students to daily life in Japan.

■ ■ ■

The National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016
Phone: 202/966-7840

The national professional organization for teachers of social studies K-12, NCSS emphasizes inter-

national and local studies in many of its publications and programs.

■ ■ ■

The Social Science Education Consortium
855 Broadway
Boulder, CO 80302
Phone: 303/492-8154

The consortium offers several excellent publications on international issues.

■ ■ ■

These organizations provide free newsletters on request:

The Rockefeller Foundation
"RF" Newsletter
1133 Avenue of the Americas
New York, NY 10036

Teacher Clearinghouse for Science and Society Education
c/o The New Lincoln School
2110 East 77th Street
New York, NY 10021

Outreach Service of the African, Asian, Latin American and Russian Studies Centers
"Update" Newsletter
c/o University of Illinois at Urbana-Champaign
1208 West California Street
Urbana, IL 61801

World Development Forum
The Hunger Project
P.O. Box 789
San Francisco, CA 94101

Immaculate Heart College Center
"Global Pages" Newsletter
10951 W. Pico, No. 2021
Los Angeles, CA 90064

Cleveland Council on World Affairs
"Global Focus" Newsletter
601 Rockwell Avenue
Cleveland, OH 44114

Center for Latin American Studies
"Global Vistas" Newsletter
San Diego State University
San Diego, CA 92182

STATE RESOURCES

State Government Agencies

Missouri Division of Community and Economic Development
International Business Office
P.O. Box 118
Jefferson City, MO 65102
Phone: 314/751-4855

This agency has headquarters in Jefferson City and offices in Duesseldorf, Germany, and Tokyo, Japan. It works to attract foreign investors to Missouri and help Missouri companies participate in the world market.

■ ■ ■

Missouri Department of Agriculture
International Marketing
P.O. Box 630
Jefferson City, MO 65102
Phone: 314/751-4338

This office promotes agricultural products in international markets. It helps producers and buyers get together by disseminating trade leads, trade counseling, leading trade missions, going to trade shows worldwide, hosting foreign buyers, informing Missouri farmers about U.S. government export programs, etc.

Foreign Government Offices

Foreign consulates in Missouri may offer materials about their countries. For addresses, look up "Foreign Consulates for Missouri" in the most recent edition of the *Official Manual of the State of Missouri*, which is available at most libraries. The Consulate General of Japan has been particularly helpful by sharing booklets and films and, when possible, providing guest speakers. Write to the Consulate General of Japan at this address:

Consulate General of Japan
2519 Commerce Towers
911 Main Street
Kansas City, MO 64105
(Phone: 816/471-0111)

If you are teaching a unit on a foreign country and cannot locate a consulate in Missouri, address requests to: Office of the Ambassador, (name of the country), Public Information Section, Washington, D.C. Names of ambassadors may be found in *The World Almanac and Book of Facts*.

Educational Organizations

Missouri Council for the Social Studies
c/o Curriculum Services Section
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

MCSS is an organization for the state's social studies teachers, offering programs related to both international and local studies. Although the council does not have a permanent office, inquiries may be channeled through the Department of Education.

■ ■ ■

Missouri State Teachers Association
Department of Social Studies
P.O. Box 458
Columbia, MO 65205

The MSTA-DOSS is an organization for Missouri's social studies teachers. Its programs often emphasize Missouri's cultural heritage.

■ ■ ■

Missouri Council on Economic Education
228 Professional Building
909 University
Columbia, MO 65211

MCEE's goal is to improve the teaching of economics in Missouri. The council is affiliated with a network of Centers for Economic Education at the state universities and colleges in St. Louis, Kansas City, Columbia, St. Joseph, Maryville, Cape Girardeau and Springfield.

■ ■ ■

Missouri Cultural Heritage Center
Conley House
Conley and Sanford Streets
Columbia, MO 65211

This new center produces publications on the state's cultural heritage, plans to open a museum, and can identify and provide a variety of resources on Missouri's culture. The traditional arts of Missouri, which often originated in other cultures, are of special interest at the center.

■ ■ ■

Center for International Studies
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121

The Center for International Studies sponsors conferences for teachers and has an international resource library that specializes in materials on China and Japan. The Missouri China Council is affiliated with the center. Write for the center's free catalog.

■ ■ ■

International Education Consortium
at Fontbonne College
6800 Wydown
St. Louis, MO 63105

Founded in 1984, the consortium is helping 13 St. Louis area school districts incorporate international studies into their secondary school curricula by using area businesses, universities and other educational and cultural organizations as resources.

■ ■ ■

Missouri 4-H Youth Programs
212 Whitten Hall
Columbia, MO 65211

Missouri 4-H conducts an international exchange program for youth and adults.

■ ■ ■

Missouri colleges and universities have experts on international studies in their departments of history; social science, including geography, economics, political science, sociology and anthropology; agriculture; and foreign language. Universities also are likely to have faculty members in their schools of business and science departments who are knowledgeable about international issues.

Public Affairs Organizations

Teachers may be able to obtain international education resources from various public affairs organizations located in the major metropolitan areas. Check under the heading of "Education Organizations" in the *Yellow Pages* for nearby cities. These are some of the groups which may prove helpful.

Kansas City Area

American Field Services
AFS Area Office
1700 NE Club House Drive
Kansas City, MO 64116
(Phone: 816/672-5505)

AFS operates an extensive student exchange program.

■ ■ ■

International Relations Council
210 Westport
Kansas City, MO 64111
(Phone: 816/531-0089)

The council provides programs on international issues, offers a list of speakers, and maintains a library of resource materials including films.

■ ■ ■

League of Women Voters, Kansas City
33 West 58th Street
Kansas City, MO 64113
(Phone: 816/931-1621)

Some LWV committees and materials deal with international issues.

■ ■ ■

Global and Multicultural Education Center
7942 Wornall Road
Kansas City, MO 64114
(Phone: 816/444-9244)

The GAME Center has a comprehensive collection of books and pamphlets on the United Nations, as well as other resources of interest to teachers.

■ ■ ■

UNICEF-UNA
4500 Warwick Boulevard
Kansas City, MO 64111
(Phone: 816/561-0283)

This office could provide information on UNICEF efforts to promote the health and welfare of children throughout the world.

■ ■ ■

National Archives, Kansas City Branch
2312 E. Bannister Road
Kansas City, MO 64131
(Phone: 816/926-7271)

The Archives keeps records of historic documents and offers teachers suggestions on how to use them.

St. Louis Area

AFS International
6 Glenview
St. Louis, MO 63124
(Phone: 314/997-3438)

AFS operates student exchange programs.

■ ■ ■

Experiment in International Living
310 South Michigan
Chicago, IL 60604
(Phone: 314/727-1199 in St. Louis)

The organization sponsors student exchange programs.

■ ■ ■

League of Women Voters of Missouri
6665 Delmar, Room 304
St. Louis, MO 63130
(Phone: 314/727-8683)

The League's state office offers materials, including a slide show titled *Missouri Trade with the World,* and may have resource people knowledgeable about a variety of international topics.

■ ■ ■

St. Louis Center for Holocaust Studies
12 Millstone Campus Drive
St. Louis, MO 63146
(Phone: 314/432-0020)

The center has a lending library of materials related to the Holocaust. Students might explore the impact of the Holocaust on immigration in Missouri.

■ ■ ■

Springboard to Learning Inc.
at Fontbonne College
Ryan Hall, 6800 Wydown
St. Louis, MO 63105
(Phone: 314/725-6620)

Teachers from this organization conduct semester-long programs of hands-on-learning about foreign cultures for St. Louis area elementary and middle school students.

■ ■ ■

United Nations Association of the USA
7359 Forsyth
St. Louis, MO 63105
(Phone: 314/721-1961)

The organization has a library and book store and provides programs on the United Nations and various international topics.

■ ■ ■

World Affairs Council of St. Louis
4630 Lindell
St. Louis, MO 63108
(Phone: 314/361-7333)

The Council provides nonpartisan programs on international affairs.

Museums and Historical Societies

Museums throughout the state have artifacts that tell us much, not only about Missouri history, but about the cultural roots of Missourians as well. (See *A Guide to Social Studies Curriculum Development for Missouri Educators,* Jefferson City: Missouri Department of Elementary and Secondary Education, 1980, pp. 186-88.)

These Missouri museums are recognized worldwide and attract visitors from other states and nations: The Nelson-Atkins Gallery of Art in Kansas City; the Harry S. Truman Library and Museum in Independence; the St. Louis Art Museum; the St. Louis Science Center; the Missouri Historical Society in St. Louis; the Jefferson National Expansion Memorial in St. Louis; the Missouri Botanical Gardens in St. Louis; and the Winston Churchill Memorial in Fulton.

These museums are outstanding resources for studying the Missouri-world connection. A visiting Chinese scholar once commented that the Nelson-Atkins Museum has the world's finest collection of Chinese art—not in quantity, but in quality. The Missouri Botanical Gardens has floral exhibits influenced by gardens of other countries and also is the world's center of research on tropical rain forests.

It is not necessary, however, to travel to the big cities to discover influences of other countries in Missouri. Art collections may be found throughout Missouri, even in the State Capitol. The homes and museums of Ste. Genevieve, St. Charles and Hermann, just to mention three cities, tell us much about the architecture and cultures of other countries.

Newspapers in the Classroom

Most major newspapers offer 50 percent discounts on newspapers purchased for classroom use and delivered in sets once or more each week. The *St. Louis Post-Dispatch* offers a book, *St. Louis and The World,* that emphasizes use of the newspaper as a source. For more information about using newspapers in the classroom, contact:

Newspaper in Education
St. Louis Post-Dispatch
900 Tucker Boulevard
St. Louis, MO 63118
(Phone: 314/622-7378)

Newspaper in Education
The Kansas City Star/Times
1729 Grand Avenue
Kansas City, MO 64108
(Phone: 816/234-4210)

Appendix.

Core Competencies and Key Skills for Missouri Schools

For Grades 2 through 10

Social Studies

September 1986
Missouri Department of Elementary
and Secondary Education
Arthur L. Mallory, Commissioner of Education

Social Studies/Civics

LEVEL II

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

The learner will:

1. Match maps with real places or photographs.
2. Identify types of natural features (continents, oceans, rivers, islands) and man-made features, the symbols of which are identified in the map's key.
3. Describe characteristics of such places as farms, cities, shopping centers and residential areas.

B. Demonstrate an understanding of relationships between people and their surroundings.

The learner will:

1. Describe how people use the environment of the local community.
2. Recommend ways people could take care of their environment while they use it.

C. Demonstrate an understanding of spatial relationships.

The learner will:

1. Explain why places in home and school settings are located where they are and tell what might happen if the locations were changed. (For example, what would happen if some school playground space were taken for classrooms.)

D. Use map-reading and map-making skills.

The learner will:

1. Locate places on maps using simple verbal directions (right, left, in front of, behind, etc.).
2. Interpret simple maps, using knowledge of terms of directions, distance and size (near, far, large, small, long, short, narrow, wide).
3. Construct simple maps of places like the classroom or playground.
4. Communicate how to go from one place to another in the school.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

The learner will:

1. Interpret simple time lines using their own experiences.
2. Place events and people studied in chronological order. (1)
3. Predict causes and consequences of events discussed in class or experienced by students.
4. Compare activities of today pertaining to travel, communications, work, school and family life with those activities as they were carried out in the past.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

1. Describe differences in ways people view specific situations depending upon their unique positions and experiences.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

1. Identify examples of democratic decision making.
2. Propose rules that provide order and fairness in the classroom.
3. Identify ways in which rules and laws help prevent conflicts.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

1. Distinguish between making rules and enforcing rules.
2. Identify major officials studied in class and describe what they do.

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:
1. Respect the rights of others and accept responsibilities.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:
1. Exhibit cooperation, compromise and responsible behavior in decision-making discussions.
2. Participate constructively in decision-making discussions.
3. Identify groups or individuals with power to bring about change in the school and community.
4. Participate constructively in bringing about some desired change in the classroom.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:
1. Identify examples of how what one person wants to do may need to be restricted for the good of others in the home, school and community.

L. Apply analytic skills to political messages and discussions.
No Learner Outcome is suggested by the state for this level.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:
1. Give examples of wants in the classroom (supplies, time, etc.) that may not be satisfied because of scarcity of resources.
2. Identify opportunity costs or trade-offs as individuals, families or communities make choices in economic decision situations. (2)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:
1. Identify the resources needed in producing familiar goods and services.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:
1. Identify kinds of money (coins, currency and checks).
2. Identify goods and services that individuals and households purchase and produce.
3. Identify ways households obtain income to purchase goods and services.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:
1. Predict whether high or low prices are likely in real-life situations (e.g., Mary has lots of lemonade to sell on a cold day).

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

No Learner Outcome is suggested by the state for this level.

R. Understand principles related to trade (personal, regional or international).

The learner will:
1. Identify examples of exchange and how both parties may benefit from it.
2. Contrast exchange using money with exchange using barter, and demonstrate in the process how money facilitates exchange.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:
1. Identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
2. Indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.
3. Describe how the actions of a group influence individuals in the group.

T. Understand institutions and processes for meeting basic human needs.

The learner will:
1. Indicate how various human needs are met by family, other people and organizations in the local community.
2. Describe how human needs are met at the family and community levels in other cultures studied.

U. Understand variations among cultures in their belief systems, institutions and social structures.

No Learner Outcome is suggested by the state at this level.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

1. Draw inferences from various sources: simple tables, observations, photographs, works of art, stories and interviews.

Notes

(1) Events and people studied may include those found in stories, films, classroom events, holidays studied, etc.

(2) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Taking a longer recess means giving up all or part of music or art class. Determining trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost" of choosing something. Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer recess would be the music or art missed, whichever is your favorite class—not both. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

Social Studies/Civics

LEVEL III

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

○ 1. Match maps with real places or photographs.
○ 2. Identify places in the local community on appropriate maps.
● 3. Identify types of natural features (continents, oceans, streams, rivers, islands and mountains); man-made features, the symbols of which are identified in the map's key; and political units (towns, cities, states and nations) on appropriate maps or globes.
4. Describe characteristics of such places as oceans, rivers, lakes, farms, cities, shopping centers, residential areas, etc.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

● 1. Predict consequences of given changes in a community's population, environment or technology.
2. Describe how people make use of the environment in local communities studied. (1)
3. Recommend ways the environment could be protected while meeting human needs in given situations studied.

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Identify and explain types of spatial distributions studied. (2)
● 2. Predict consequences of changes in various spatial interactions. (3)

D. Use map-reading and map-making skills.

*The learner will:

● 1. Locate places on maps using simple grids or verbal directions such as up, down, north, south, east and west.
● 2. Interpret simple maps, using knowledge of direction, distance, size, common map symbols and other symbols explained in the legend.
○ 3. Construct simple maps of the local area (classroom, playground, neighborhood, town).
○ 4. Communicate clearly how to go from one place to another in the school or neighborhood using verbal directions and a hand-drawn map.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

*The learner will:

1. Interpret time lines.
2. Place events and people studied in chronological order.
3. Identify and explain causes and consequences of events studied.
● 4. Compare activities of today pertaining to travel, communications, work, school and family life with those activities as they were carried out in the past.
5. Compare events of the past with similar events of today (e.g., coming of Pilgrims in 1620 with coming of immigrants today).

F. Understand how people's positions and experiences influence their views of events.

*The learner will:

○ 1. Describe differences in how two people perceive and judge an event, and explain why their perceptions and judgments differ.

Government (Civics)

G. Understand and apply basic principles of our political system.

*The learner will:

● 1. Identify examples of democratic decision making.

---

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

2. Propose rules that provide order and fairness in group situations.
3. Identify ways in which rules and laws help prevent conflicts.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:
1. Distinguish among making rules, enforcing rules and interpreting rules.
● 2. Identify major offices, activities and locations of three levels of government: local, state and national.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:
1. List and explain rights guaranteed to citizens.
2. Identify responsibilities individuals have as American citizens.
3. Compare rights and responsibilities of people living in colonial times with those of people living today.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:
● 1. Identify examples of cooperation, compromise and responsible behavior in decision-making discussions.
○ 2. Participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.).
3. Identify groups or individuals with authority to bring about changes in the school and community.
○ 4. Participate constructively in bringing about some desired change in the school, community or society.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:
● 1. Identify examples of how what one person wants to do in the home, school or community may need to be restricted for the good of others.

L. Apply analytic skills to political messages and discussions.

The learner will:
1. Distinguish between fact and opinion in information.
2. Evaluate claims made in advertisements.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:
1. Give examples of wants in homes and communities that may not be satisfied because of scarcity of resources.
● 2. Identify opportunity costs and trade-offs in choices made by individuals, families or communities in economic decision situations. (4)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:
● 1. Identify and distinguish among the three main categories of resources needed to produce goods and services: natural resources, human resources and capital resources. (5)
2. Identify costs and benefits of specialization.
3. Explain productivity and why it is important. (6)

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:
1. Identify kinds of money used in this country (coins, paper currency, checking deposits).
● 2. Identify sources of income for households (wages, interest, rent, profit) and examples of goods and services purchased by families.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:
1. Predict whether high or low prices are likely in real-life situations (e.g., Mary has lots of lemonade to sell on a cold day).

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

No Learner Outcome is suggested by the state for this level.

R. Understand principles related to trade (personal, regional or international).

The learner will:
1. Identify examples of exchange and how both parties may benefit from it.
2. Contrast exchange using money with exchange using barter, and demonstrate in the process how money facilitates exchange.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
2. Indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.
3. Describe how the actions of a group influence individuals in the group.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

- 1. Indicate how various human needs are met by family, other people and organizations in the local community.
- ○ 2. Compare how human needs are met at the family and community level in other cultures studied with how they are met in the student's community.

U. Understand variations among cultures in their belief systems, institutions and social structures.

No Learner Outcome is suggested by the state for this level.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

1. Identify appropriate resources for collecting information about the local community and its history.
- 2. Draw inferences from various sources: simple tables, observations, photographs, works of art, stories and interviews.

Notes

(1) In this and several other learner outcomes, the word "studied" is used as a signal that the specific content to which the objective applies is left to the local school district or classroom teacher.

(2) "Spatial distributions" refers to patterns of how various things and places are located in relation to each other: chalkboards on walls, desks on floors of classrooms, playgrounds by school buildings, suburbs surrounding cities, etc.

(3) "Spatial interactions" refers to interactions of people in different places resulting from communication and transportation linkages. Test items for this key skill will ask students to predict consequences of changes in specific spatial interactions, such as a new road or bridge that connects two communities or radio coming to an isolated area. The term "spatial interactions" itself will not be used in the items.

(4) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Taking a longer recess means giving up all or part of music or art class. Determining trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer recess would be the music or art missed, whichever is your favorite class—not both. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(5) "Capital resources" refers to manufactured things (buildings, equipment, machinery, tools, roads, dams, etc.) needed to produce goods or to supply services.

(6) "Productivity" refers to the amount of output per unit of input, usually labor. For example, the number of ornamental pins a team of five students produces in a half-hour is an example of productivity.

Social Studies/Civics

LEVEL IV

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

1. Match maps with real places or with photographs.
- 2. Locate on maps and globes types of natural features (continents, oceans, streams, rivers, islands, peninsulas and mountains); man-made features, the symbols of which are identified in the map's legend; and political units (towns, cities, states and nations).
- 3. Locate the following places on appropriate maps or globes:
  - Missouri and states bordering Missouri
  - St. Louis, Kansas City and Jefferson City
  - The Mississippi and Missouri Rivers
  - The Ozark Highlands
  - North America, South America, Asia, Africa, Europe, Australia, Antarctica
  - Atlantic, Pacific, Indian and Arctic Oceans
- 4. Identify characteristics associated with natural features identified in A-2 above and with types of regions (desert, plains, forest, mountain, arctic, tropical, temperate, urban and rural).
- ○ 5. Locate on appropriate maps and globes particular regions and places studied in class. (1)

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- 1. Predict consequences of given changes in the population, environment, technology or living patterns of a community or region. (Examples of types of changes: irrigation in a desert, construction of a dam on a river, the fencing of an open range, etc.).
- ○ 2. Identify ways people adapt to and affect the environment in different types of regions studied.
3. Identify problems related to people's use of the environment, and describe ways the environment has been protected while meeting human needs.

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Identify and explain certain spatial distributions: why cities are located by rivers, why people live close to places of work, why industry is located near power sources, etc. (2)
2. Identify consequences of changes in spatial interactions. For example, what results when communications or transportation linkages among different places are changed? (3)

D. Use map-reading and map-making skills.

*The learner will:

1. Locate places studied on maps using simple grids or verbal directions.
- 2. Interpret simple maps using knowledge of direction (north, northeast, south, southeast, etc.), legends, grid systems and scales.
3. Identify on maps boundaries of areas (cities, counties, states, nations or regions); distinguish places that fall within those boundaries from those that do not.
- ○ 4. Identify appropriate maps for specific purposes (political, physical, resource, etc.).
5. Construct simple maps related to studies.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

*The learner will:

- 1. Interpret time lines.
2. Identify and explain causes and consequences of events studied.
- ○ 3. Identify and describe contributions made by people of various ethnic groups to the development of Missouri.

*Key skills to be included in the State Assessment are designated by the symbol "●" Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

4. Identify ways Missouri was important in the westward expansion movement and in the development of the United States.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

1. Contrast how people of different regions perceive and judge events, and explain why their perceptions and judgments differ.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- 1. Identify examples of democratic decision making.
2. Propose rules that provide order and fairness in group situations.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- 1. Distinguish among making rules, enforcing rules and interpreting rules.
2. Identify major offices, major officials, activities and locations of three levels of government: local, state and national.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

1. Compare rights and responsibilities of adults with those of children.
- 2. Predict consequences that follow when members of a class, family or community fail to carry out their responsibilities.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- 1. Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are known, and accept decisions of the group once a final decision has been made.
- 2. Identify constructive ways of promoting changes in rules of home, school and community.
3. Identify constructive ways a consumer could seek to redress a grievance at a local store (e.g., a student discovers the milk she bought is sour).

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- 1. Identify arguments on both sides of specific issues. (For example, a government wants to restrict hunting of a rare animal; people in a desert area promote tourism by offering dune buggy rides which threaten the desert ecology; a government limits immigration into a city to prevent overcrowding, etc.).

L. Apply analytic skills to political messages and discussions.

The learner will:

- 1. Distinguish between statements of fact and opinion.
2. Recognize instances of persuasive techniques being used in communication.
3. Evaluate claims made in advertisements.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

1. Give examples of wants in homes, schools, communities and regions that may not be satisfied because of scarcity of resources.
- 2. Identify opportunity costs and trade-offs in economic decision situations involving private choices (those of individuals or families) and public choices (those of communities). (4)
3. Use a rational decision-making process when making or analyzing simple personal economic decisions. (At this age level, the process should include identifying alternative decisions and thinking about consequences before making the decision.)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

- 1. Identify and distinguish among the three main categories of resources needed to produce goods and services (natural resources, human resources and capital resources), and explain how those resources are combined in the productive process. (5)
2. Explain what productivity is and why it is important. (6)

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

1. Explain how and why employment in different industries varies among regions.
- 2. Predict consequences of changes affecting productive activities within regions. (For example, what consequences result from the supply of fish in a coastal region becoming much smaller?)

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:

1. Identify or provide examples that demonstrate relationships between price and the quantity of goods and services supplied or demanded. (For example, if the price of bicycles goes down, people will choose to buy more bicycles. If people can receive a lot of money for fish they catch, people will try to catch more fish.)
- 2. Identify how the wants of people, what they demand, vary with the season and region.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

1. Identify factors that contribute to changes in employment and income in regions studied.

R. Understand principles related to trade (personal, regional or international).

The learner will:

- 1. Explain why given regions specialize in producing certain goods and services and how trade facilitates this specialization.
2. Identify examples of exchanges that occur among regions and how this trade affects output and income. (For example, income earned from the sale of timber in the U.S. Northwest is used to purchase automobiles from the U.S. Midwest and from Japan. Such trade has consequences for the quantity of production and for people's income.)
3. Identify costs and benefits of specialization in given situations studied.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
2. Indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.
3. Describe how the actions of a group influence individuals in the group.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

○ 1. Indicate how various human needs are met by family, other people and organizations in regions studied.
2. Compare how human needs are met in various cultures studied in class.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Identify similarities and differences among major ideas, values and attitudes of people from various regions studied in class.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

- 1. Identify appropriate resources when given simple questions related to geography or history: maps, encyclopedias, tables, graphs, people with expertise and libraries.
- 2. Draw inferences from various sources: simple tables and graphs, observations, photographs, works of art, stories and interviews.

Notes

(1) In this and several other learner outcomes, the word "studied" is used as a signal that the specific content to which the objective applies is left to the local school district or classroom teacher.

(2) "Spatial distributions" refers to patterns of how various things and places are located in relation to each other: ice in polar regions and in high altitudes; people clustered around places of work and lines of transportation; cities located by rivers, etc.

(3) "Spatial interactions" refers to interactions of people in different places, resulting from communication and transportation linkages.

(4) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Taking a longer recess

means giving up all or part of music, art or history class. Deciding trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer recess would be the music, art or history missed, whichever is your favorite class—not all three. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(5) "Natural resources" refers to land and raw materials used in producing goods and services. "Human resources" refers to the intellectual and physical labor of people used in producing goods and services. "Capital resources" refers to manufactured items (buildings, machinery, tools, roads, etc.) used in producing goods and services. It is more important for students to be able to use these terms meaningfully and correctly than to be able to define them.

(6) "Productivity" refers to the amount of output per unit of input, usually labor. When a factory produces more bicycles in a week with no change in the size of its labor force, productivity has increased.

Social Studies/Civics

LEVEL V

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

1. Match maps with real places or photographs.
- 2. Locate types of natural features on maps or globes: continents, islands, peninsulas, streams, rivers, lakes, bays, gulfs, oceans, deltas, straits, mountains, valleys and plains.
- 3. Locate on maps the following places in Missouri and the United States:
   - The 50 states
   - The Appalachian and Rocky Mountains
   - St. Lawrence, Mississippi, Ohio and Missouri Rivers
   - Jefferson City, St. Louis, Kansas City, Washington, D.C.
- 4. Locate on maps or globes the following places of the world:
   - North America, South America, Europe, Asia, Africa, Australia, Antarctica
   - Atlantic, Pacific, Indian and Arctic Oceans
   - United States, Mexico, Canada, France, England, Spain, Portugal
   - North and South Poles and the equator
5. Identify characteristics associated with different regions in Missouri, the United States and world.
- ○ 6. Identify on maps and globes places studied and places currently in the news. (1)

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- 1. Predict consequences of given changes in the population, organization and living patterns, environment, or technology of a community or region. (Examples of types of changes: construction of the Erie Canal, freeing of the slaves, discovery of gold in California, construction of a shopping mall in a small city, etc.)
2. Indicate reasons for the locations of major cities studied.
3. Identify problems related to people's use of the environment, and describe ways the environment has been protected while meeting human needs.

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Identify and explain certain spatial distributions: why cities are located by rivers, why people live close to places of work, why industry is located near power sources, etc. (2)
2. Describe or identify consequences of major changes in spatial interactions (communication and transportation linkages), using examples from Missouri's history and the history of the United States from the Age of Discovery up to the Civil War.

D. Use map-reading and map-making skills.

*The learner will:

1. Locate places studied on maps using simple grids or verbal directions.
- 2. Interpret simple maps using knowledge of direction (north, northeast, south, southeast, etc.), legends, grid systems and scales.
3. Identify on maps boundaries of areas (cities, states, nations or regions); distinguish places that fall within those boundaries from those that do not.
- ○ 4. Identify appropriate maps for specific purposes (political, physical, historical, resource, etc.).
5. Construct simple maps related to studies.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

*The learner will:

- ○ 1. Interpret and construct time lines.

---

*Key skills to be included in the State Assessment are designated by the symbol "•." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

- 2. Indicate major causes, major consequences and sequences of major historical events and developments.
  - Discovery and exploration of America
  - American Revolution
  - Making the Constitution
  - Westward migration
  - Civil War
- 3. Describe lifestyles of different groups of people in different time periods of the development of the United States: American Indians, Puritans and Pilgrims, farmers in different regions, immigrants.
- 4. Identify innovations in transportation and communication, and describe their impact on the lives of Americans.
- 5. Identify and describe contributions made by men and women of various ethnic groups important to the development of the United States.
- 6. Describe the importance of Missouri in the westward expansion movement and in other facets of United States history.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- 1. Describe or predict differences in how various people perceive and judge an event, and explain why their perceptions and judgments differ. (For example, colonization was viewed differently by certain Indian tribes and by colonists themselves; the American Revolution was viewed differently by Loyalists and by Sons of Liberty; the Civil War was viewed differently by Abolitionists and by Confederates.)

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

1. Propose rules that provide for order and fairness in group situations.
2. Identify ways in which rules and laws help prevent conflicts.
- 3. Identify examples of democratic processes, and identify rules and laws that promote specific democratic values (freedom, justice, equality, domestic tranquility, general welfare, popular sovereignty, and rule of law).

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- 1. Identify what is meant by legislative, executive and judicial functions and actions in government.
2. Indicate how major officials (President, governors, legislators and judges) are chosen for office in our system of government.
3. Explain how the different branches of government can restrict actions of each other in the United States system of checks and balances.
4. Explain restraints on government officials (being subject to election, operating under constraints of law, etc.).

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

1. Compare rights and responsibilities of adults with those of children.
- 2. Identify rights and responsibilities individuals have as citizens of the United States.
3. Predict consequences that follow when rights are denied or abused or when citizens fail to carry out their responsibilities.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- 1. Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are known, accept decisions of the group once a final decision has been made.
2. Identify groups or individuals with authority to bring about changes in the school and community.
- 3. Identify constructive ways of promoting changes in rules of home, school and community.
4. Identify constructive ways a consumer could seek to redress a grievance at a local store (e.g., a student discovers a calculator she bought is defective).

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- 1. Identify arguments on both sides of a specific issue. (For example: What were arguments on both sides when colonists chose to revolt against England? What were arguments on both sides related to the issue of secession in 1861?)

L. Apply analytic skills to political messages and discussions.

The learner will:

- 1. Distinguish between statements of fact and opinion.
  2. Recognize instances of persuasive techniques being used in communication, and describe the techniques used.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

  1. Give examples of wants in home, communities and regions that may not be satisfied because of scarcity of resources.
- 2. Identify opportunity cost and trade-offs in economic decision situations involving private choices (those of individuals or families) and public choices (those of communities). (3)
  3. Use a rational decision-making process when making or analyzing simple personal economic decisions. At this age level, the process should include identifying alternative decisions, trying to predict and evaluate consequences, making the decision and being able to give reasons to support it.

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

- 1. Identify examples of and use the following terms related to production: "natural resources," "human resources," "capital resources," "technology," "specialization," "productivity" and "investment." (4)
  2. Explain how investment in capital and human resources increases productivity.
  3. Identify the resources used in a given productive process, and describe variations in the combinations and quantities of the resources that could be used. For example, lots of labor may be used to move furniture without a truck, or a truck may be used with much less labor.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

  1. Identify examples of government revenue (taxes) and expenditures (for defense, roads, etc.); describe their purposes and consequences for households and businesses.
  2. Explain options and their consequences regarding current income: using money for buying things, saving, or supplementing current income by borrowing from a bank or savings and loan. Explain the role of financial institutions in the process.
  3. Predict consequences of major increases or decreases in household incomes on community businesses, on financial institutions and on government revenue and expenditures.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:

- 1. Identify or provide examples that demonstrate the relationships between price and the quantity of goods and services supplied or demanded.
  2. Predict the direction of price change when given a description of the quantity of an item produced relative to how much consumers want to buy.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

  1. Explain relationships between households and businesses, how households have resources (land or labor) needed by businesses, and how businesses produce goods and services wanted by households.
  2. Identify factors contributing to higher or lower levels of employment and total income in a community or region.

R. Understand principles related to trade (personal, regional or international).

The learner will:

- 1. Identify how and why different regions of this nation specialize in the production of goods and services and how trade facilitates this specialization.
  2. Identify conditions that facilitate or limit a region's ability to trade (such as ability to produce a surplus, transportation systems, communication systems, etc.), and how ability to trade affects the level of income.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

  1. Identify in given cases conditions leading to

changes in an individual's emotions and the likely consequences.
2. Indicate how people learn and remember skills, attitudes and appropriate behavior for various settings.
3. Identify how membership and participation in a group may influence an individual's behavior and perceptions.

T. Understand institutions and processes for meeting basic human needs.

The learner will:
○ 1. Indicate how various human needs are met by family, local community and national groups and institutions in the United States.
2. Contrast a contemporary institution, such as the family or school, with the institution as it was in the past.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:
1. Identify similarities and differences among major ideas, values and attitudes of people from different cultures studied.
2. Compare how European-Americans and people from Native American cultures differed in their perception and judgment of events in their lives.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:
● 1. Identify appropriate resources when given simple questions related to geography or history: maps, tables, graphs, atlases, encyclopedias, direct observations, people with expertise, historical documents, music, works of art and gazetteers.
○ 2. Develop and use a plan for investigating a question, including:
- defining the question clearly
- identifying resources needed
- formulating hypotheses based on data
- proposing and carrying out ways to test the hypotheses
- assessing how the question was resolved
● 3. Draw inferences from various sources: simple tables and graphs, observations, photographs, works of art, stories, interviews and primary sources (artifacts, records and documents from the past).

Notes

(1) In this and several other learner outcomes, the word "studied" is used as a signal that the specific content to which the objective applies is left to the local school district or classroom teacher.

(2) "Spatial distributions" refers to patterns of how various things and places are located in relation to each other: chalkboards on walls, desks on floors of classrooms, playgrounds by school buildings, suburbs surrounding cities, etc.

(3) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Taking a longer recess means giving up all or part of music, art or history class. Deciding trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer recess would be the music, art or history missed, whichever is your favorite class—not all three. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(4) "Natural resources" refers to land and raw materials used in producing goods and services. "Human resources" refers to the intellectual and physical labor of people used in producing goods and services. "Capital resources" refers to manufactured items (buildings, machinery, tools, roads, etc.) used in producing goods and services. "Technology" refers to the processes and knowledge used in producing goods and services. "Specialization" refers to an individual, business, region or country producing a smaller range of goods and services than it consumes. "Productivity" refers to the amount of output per unit of input, usually labor. "Investment" refers to the use of resources by business, individuals or government to increase productive capacity by developing new technology, creating capital resources or enhancing the quality of the work force.

Social Studies/Civics

LEVEL VI

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

1. Match maps with real places or with photographs.
- 2. Locate types of natural features on maps and globes: continents, islands, peninsulas, streams, rivers, lakes, bays, gulfs, oceans, deltas, straits, mountains, valleys and plains.
- 3. Locate the following places in Missouri and the United States on maps:
   - The 50 states
   - The Appalachian and Rocky Mountains
   - St. Lawrence, Mississippi, Ohio and Missouri Rivers
   - Jefferson City, St. Louis, Kansas City, Washington, D.C.
- 4. Locate the following places of the world on maps and globes:
   - North America, South America, Asia, Africa, Europe, Australia, Antarctica
   - Central America and the Middle East
   - England, France, Spain, the United States, Mexico, Canada, the Soviet Union, China, Japan and India
   - North and South Poles and the equator
   - Tropical, temperate and arctic regions
5. Identify basic cultural, physical and economic characteristics of major regions in Missouri and the United States.
6. Identify characteristics associated with different regions on the globe: arctic regions, areas by rivers, mountainous regions, desert regions, densely populated areas, etc.
- ○ 7. Identify places currently in the news on maps and globes.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- 1. Predict consequences of given changes in a community's population, organization and living patterns, environment, or technology. (Examples of types of changes: construction of the Eads Bridge in St. Louis, construction of a shopping mall in a small city, use of mechanized equipment in a farming region, etc.)
2. Indicate reasons for locations of major cities studied. (1)
3. Identify problems related to people's use of the environment, and recommend ways of protecting the environment while meeting human needs.

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Identify and explain certain spatial distributions. (2)
2. Describe or identify consequences of major changes in spatial interactions, using examples from Missouri's history and the history of the United States from the Age of Discovery up to the Civil War. (3)

D. Use map-reading and map-making skills.

*The learner will:

1. Find specific places on maps using different kinds of grid systems.
2. Orient self and maps using a compass.
- 3. Draw conclusions from maps, using knowledge of map symbols, legends, grid systems, scales and knowledge of how position on the earth relates to climate.
4. Distinguish among city, state and county on a political map.
- ○ 5. Select appropriate maps for specific purposes.
- ○ 6. Construct simple maps of the local area with legend and scale.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

each other and to the present.

The learner will:

1. Read and construct time lines.
- 2. Indicate major causes, major consequences and sequences of major historical events and developments:
   - discovery and exploration of America
   - American Revolution
   - making the Constitution
   - westward migration
   - Civil War
- 3. Describe the lifestyles of different groups of men, women and children of pre-Civil War United States, and compare to lifestyles of today.
- 4. Identify innovations in transportation and communication, and describe their impact on the lives of Americans.
5. Identify and describe contributions and significance of men and women of various ethnic groups important to the development of the United States and Missouri.
6. Describe the importance of Missouri in the westward expansion movement and in other facets of United States history.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- 1. Describe or predict differences in how various people perceive and judge an event, and explain why their perceptions and judgments differ. (For example, colonization was viewed differently by certain Indian tribes and by colonists themselves; the American Revolution was viewed differently by Loyalists and by Sons of Liberty; the Civil War was viewed differently by Abolitionists and by Confederates.)

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- 1. Identify examples of democratic governmental practices, rules and laws that promote specific democratic values (freedom, justice, equality, domestic tranquility, general welfare, popular sovereignty and rule of law).
2. Propose rules that provide for order and fairness in group situations.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- 1. Identify what is meant by legislative, executive and judicial functions and actions in government.
2. Indicate how major officials (President, governors, legislators and judges) are chosen for office in our system of government.
3. Explain how the different branches of government can restrict actions of each other in the United States system of checks and balances.
4. Explain restraints on government officials (being subject to election, operating under constraints of law, etc.).

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- 1. List and explain rights and responsibilities of citizens of the United States.
2. Compare rights and responsibilities of adults with those of children.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- ○ 1. Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are known, and accept decisions of the group once a final decision has been made.
2. Identify groups or individuals with authority to bring about changes in the school and community.
- ○ 3. Identify constructive ways of promoting changes in rules of home, school and community.
4. Identify constructive ways a consumer could redress a grievance at a local store (e.g., an electronic game a student buys is defective).

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- ○ 1. Identify arguments on both sides of specific local issues. (For example, a city wants to close a factory which employs many workers because it is polluting the river; the state wants to take rich farmland for a highway; a city wants an office building on a site now occupied by a historic one-room schoolhouse.)

L. Apply analytic skills to political messages and discussions.

The learner will:

- 1. Distinguish between statements of fact and opinion. (4)
- 2. Recognize instances of persuasive techniques being used in communication, and describe the techniques used.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

- 1. Identify opportunity costs and trade-offs in economic choices made by individuals, families and communities. (5)
- ○ 2. Use a rational decision-making process when making or analyzing simple personal economic decisions. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs.

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

- 1. Identify examples of and use the following terms related to production: "natural resources," "human resources," "capital resources," "technology," "specialization," "productivity" and "investment." (6)
- 2. Explain how investment in capital and human resources increases productivity.
- 3. Indicate how geographic distribution of resources affects production.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

- 1. Predict consequences of major increases or decreases in household incomes on community businesses.
- 2. Identify examples of government revenue (taxes) and expenditures (for defense, roads, etc.), and describe their purposes and consequences for households and businesses.

P. Understand relationships among supply, demand, price and quantity of goods and services in market economics.

The learner will:

- 1. Identify or provide examples that demonstrate the relationships between price and the quantity of goods and services supplied or demanded.
- 2. Predict the direction of price change when given a description of the quantity of an item produced relative to how much consumers want to buy.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Explain the relationship between employment and income of people in a community.
- 2. Identify factors contributing to higher or lower levels of employment and total income in a community.

R. Understand principles related to trade (personal, regional or international).

The learner will:

- 1. Identify how and why different regions of this nation specialize in the production of goods and services.
- 2. Differentiate between self-sufficiency of a family, region or nation as opposed to interdependence; identify costs and benefits of each.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

- 1. Identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.
- 2. Indicate how people learn and remember skills, attitudes and appropriate behavior for various settings.
- 3. Identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adult, etc.) and the expected behavior usually attached to each role.
- 4. Differentiate between roles that are achieved and roles that are assigned.
- 5. Identify potential problems that may arise when an individual's role expectations are in conflict.
- 6. Identify how membership and participation in a group may influence an individual's behavior and perceptions.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

- 1. Indicate how various human needs are met

by family, local community and national groups and institutions in the United States.

○ 2. Compare how human needs are met in various cultures studied in class.

3. Contrast a contemporary institution, such as the family or school, with the institution as it was in the past.

4. Compare selected institutions of different cultures (including the family and educational, religious, political and economic institutions).

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Identify similarities and differences among major ideas, values and attitudes of people from different cultures studied.

○ 2. Compare how people from other cultures differ in perception and judgment of events in their lives with people in this culture.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

● 1. Identify appropriate resources when given simple questions related to geography or history: maps, tables, graphs, atlases, encyclopedias, direct observations, people with expertise, historical documents, music and works of art.

○ 2. Develop and use a plan for investigating a question, including:
- defining the question clearly
- identifying resources needed
- formulating hypotheses based on data
- proposing and carrying out ways to test the hypotheses
- assessing how the question was resolved

Notes

(1) In this and several other learner outcomes, the word "studied" is used as a signal that the specific content to which the objective applies is left to the local school district or classroom teacher.

(2) "Spatial distributions" refers to patterns of how various things and places are located in relation to each other: ice in polar regions and in high altitudes; people being clustered around places of work and lines of transportation; cities being located by rivers, etc.

(3) "Spatial interactions" refers to interactions of people in different places resulting from communication and transportation linkages.

(4) An opinion, as used here, is a statement based on the values of the person who makes the statement. For example: "People should be honest," "It's fun to ride a bicycle," or "Reagan is a good President." In the case of each example, the statement is based on the speaker's standards or principles for judging things. Statements of fact are statements that have been judged to be true based on examination of appropriate evidence, as in these examples: "Honest people are trusted more than dishonest people," "Riding a bicycle rapidly causes the heart to beat faster" or "President Reagan received more votes than Senator Mondale."

(5) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Taking a longer recess means giving up all or part of music or art class. Determining trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer recess would be the music or art missed, whichever is your favorite class—not both. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(6) "Natural resources" refers to land and raw materials used in producing goods and services. "Human resources" refers to the intellectual and physical labor of people used in producing goods and services. "Capital resources" refers to manufactured items (buildings, machinery, tools, roads, etc.) used in producing goods and services. "Technology" refers to the processes and knowledge used in producing goods and services. "Specialization" refers to an individual, business, region or country producing a smaller range of goods and services than it consumes. "Productivity" refers to the amount of output per unit of input, usually labor. "Investment" refers to the use of resources by business, individuals or government to increase productive capacity by developing new technology, creating capital resources or enhancing the quality of the work force.

Social Studies/Civics

LEVEL VII

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

- 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Nevada Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - Rio Grande, Missouri, Mississippi and St. Lawrence Rivers
  - Great Lakes
  - Washington, D.C., New York City, St. Louis, Kansas City, Chicago and Los Angeles
- 2. Locate the following places of the world on maps and globes, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America, South America and Antarctica
  - Pacific, Atlantic, Indian and Arctic Oceans
  - Mediterranean Sea, Gulf of Mexico, Caribbean Sea
  - Himalayas, Alps, Andes Mountain Ranges
  - Great Britain, France, Spain, the United States, Mexico, Canada, the Soviet Union, the Republic of China, Japan, India, Brazil, Egypt and the Republic of South Africa
- 3. Identify characteristics associated with different regions on the globe (arctic regions, areas by rivers, mountainous regions, desert regions and densely populated areas).
- ○ 4. Identify places currently in the news on maps and globes.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- 1. Predict consequences of given changes in a community's, city's or region's population, organization and living patterns, environment, or technology. (Examples of types of changes: changing a park to a shopping mall or changing a farm to a residential area.)
- 2. Indicate reasons for locations of major cities studied. (1)
- 3. Identify problems related to people's use of the environment, and recommend ways of protecting the environment while meeting human needs.

C. Demonstrate an understanding of spatial relationships.

The learner will:

1. Identify and explain certain spatial distributions. (2)
2. Explain how a place's climate relates to its location on the earth.
3. Identify and describe consequences of major changes in spatial interactions. (3)

D. Use map-reading and map-making skills.

*The learner will:

1. Locate unfamiliar places using an atlas.
2. Find specific places on maps using different kinds of grid systems.
- 3. Use particular maps to:
  - Determine types of information that may be obtained from them.
  - Find specific places for which latitudes and longitudes have been given.
  - Describe how given places relate to each other (proximity, direction, similarity of features, etc.).
  - Determine distances using scales.
4. Select appropriate maps for specific purposes.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

The learner will:

- ● 1. Read and interpret time lines.
- ● 2. Infer cause-effect relationships implied in given written passages.
- ○ 3. Describe causes, consequences and sequences of historical events studied.
- ○ 4. Describe the roles of certain individuals and groups in connection with historical events studied.
- 5. Analyze current problems and events by comparing them to analogous events from the past.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- ○ 1. Describe the differences in how various people perceive and judge given events, and explain why their perceptions and judgments differ.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- ● 1. Identify examples of democratic governmental practices, rules and laws that promote specific democratic values (freedom, justice, equality, domestic tranquility, general welfare, popular sovereignty, rule of law and due process of law).

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- ● 1. Classify government activities as legislative, executive or judicial.
- 2. Describe how major officials (President, governors, legislators and judges) are chosen for office in our system.
- 3. Identify examples of how the different branches of government can restrict actions of each other in the U.S. system of checks and balances.
- 4. Describe how rules and laws are made in our society.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- ● 1. Identify and describe rights and responsibilities of citizens of the United States.
- ○ 2. Distinguish between rights and responsibilities of adults and those of juveniles.
- 3. Predict likely consequences when citizens do not carry out responsibilities in specific cases.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- ○ 1. Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are known, and accept decisions of the group once a final decision has been made.
- ● 2. Identify groups or individuals with authority to bring about changes in the school and community; identify constructive ways of resolving problems in the school and community.
- 3. Identify political leaders at the local, state and national levels.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- ○ 1. Identify arguments on both sides of specific local issues. (For example, a city wants to close a factory which employs many workers because it is polluting the river; the state wants to take rich farmland for a highway; a city wants an office building on a site now occupied by a historic one-room schoolhouse.)

L. Apply analytic skills to political messages and discussions.

The learner will:

- ● 1. Distinguish between statements of fact and opinion.
- 2. Identify the points of view of individuals who take opposing views on issues of public policy, and evaluate the reasons they give to support their positions.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

- ● 1. Use rational decision-making processes when making or analyzing economic decisions. This process includes: (a) defining the problem and identifying goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making decisions with awareness of trade-offs. (4)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

- 1. Identify examples of and use the following terms related to production: "natural resources," "human resources," "capital resources," "technology," "specialization," "productivity" and "investment." (5)

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

- ○ 1. Explain how financial institutions serve as intermediaries to channel savings to business investment, and describe the role of interest in the process.
- 2. Predict consequences of changes in interest rates on household saving and borrowing and on business borrowing.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:

- • 1. Identify factors causing changes in the quantity of goods or services bought or sold in specific situations and how those changes affect price.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Identify factors contributing to changes in level of employment, income and production of goods and services in a community, industry or nation.

R. Understand principles related to trade (personal, regional or international).

The learner will:

- • 1. Identify examples of specialization, and indicate how and why different regions specialize in the production of goods and services.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

- 1. Identify role expectations of various positions (president, group leader, father, daughter, employee, team captain, etc.) in the community, the government, the workplace, the school and the home.
- 2. Identify consequences of individual's fulfilling or failing to fulfill role expectations connected with positions they have in groups.
- 3. Differentiate between positions that are achieved and assigned. (6)
- 4. Analyze situations in which an individual has role expectations that conflict with one another. (For example, a parent expected to be home for his child's birthday party is also expected by his employer to work overtime to meet a deadline.)

T. Understand institutions and processes for meeting basic human needs.

The learner will:

- 1. Describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

- ○ 1. Compare how people from other cultures differ in perceptions and judgments of events in their lives with people in this culture.
- 2. List factors that influence the development of a particular culture.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

- • 1. Use effective methods to research topics: library research, interviews, surveys, examination of artifacts, and controlled experiments.
- • 2. Identify resources in the library that may be used to investigate given topics related to history or geography: card catalogs, *Readers' Guide*, encyclopedias, atlases, almanacs, periodicals, fiction and nonfiction books.
- • 3. Interpret information found in given graphs, charts and tables.
- 4. Analyze historical resources by distinguishing between primary and secondary sources and by identifying biases and reasons for them.

Notes

(1) In this and several other learner outcomes, the word "studied" is used as a signal that the specific content to which the objective applies is left to the local school district or classroom teacher.

(2) "Spatial distributions" refers to natural or man-

made patterns of how places are located in relationship to each other. Examples of natural spatial distributions include beaver dams on streams or predictable variations of plant and animal species as one travels from the equator toward the North or South Poles or travels from low to high elevations. Man-made spatial distributions include arrangement of rooms in buildings, organization of space in cathedrals, arrangement of towns and cities in rural areas, layout of different districts of cities and so on. Spatial distributions are influenced by topography, functions, tastes and technologies.

(3) "Spatial interactions" refers to those interactions among people of different places resulting from communication and transportation linkages.

(4) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Determining trade-offs involves considering the things you choose not to have to get something.

(5) "Natural resources" refers to land and raw materials used in producing goods and services. "Human resources" refers to the intellectual and physical labor of people used in producing goods and services. "Capital resources" refers to manufactured items (buildings, machinery, tools, roads, etc.) used in producing goods and services. "Technology" refers to the processes and knowledge used in producing goods and services. "Specialization" refers to an individual, business, region or country producing a smaller range of goods and services than it consumes. "Productivity" refers to the amount of output per unit of input, usually labor. "Investment" refers to the use of resources by business, individuals or government to increase productive capacity by developing new technology, creating capital resources or enhancing the quality of the work force.

(6) Some positions people have are given at birth or may be assigned. These include one's sex or race, and one's being a son, daughter, grandfather, member of royalty in Great Britain or member of a given caste in a nation with a caste system. Other positions are achieved. These in the United States include being quarterback on a football team, being bride or groom, being president of a bank or being a student at a certain university.

Social Studies/Civics

LEVEL VIII

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

- ● 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Nevada Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - Columbia, Colorado, Rio Grande, Missouri, Mississippi, Ohio and St. Lawrence Rivers
  - Pacific, Mountain, Central and Eastern Time Zones
  - Great Lakes
  - Washington, D.C., New York City, Boston, Atlanta, Chicago, St. Louis, Kansas City, Salt Lake City, Denver, Los Angeles, San Francisco, Seattle, New Orleans, Dallas, Detroit
- ● 2. Locate the following places of the world on maps and globes, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America, South America, Antarctica
  - Amazon and Nile Rivers
  - Pacific, Atlantic, Indian and Arctic Oceans
  - Mediterranean Sea, Gulf of Mexico, Caribbean Sea
  - Himalayas, Alps, Andes and Sierra Madre Mountain Ranges
  - Canada, Mexico, Argentina, Brazil, Chile, Cuba and Panama; Great Britain, Ireland, France, Italy, Germany (East and West) and the Soviet Union; China, India and Japan; Egypt, South Africa and Nigeria
  - The Middle East and Central America
  - Tropical, temperate and arctic regions
- ○ 3. Describe approximate locations of other countries not listed above so they can be found rapidly.
- 4. Describe characteristics associated with particular regions: tropical, temperate and arctic; mountainous; desert; industrial; cash-crop farming; subsistence farming; large river systems; specific cities and states; etc.
- 5. Predict one or more characteristics (topography, industry, population, etc.) of a region or place, given other characteristics of the region or place.
- ○ 6. Locate places in the news on appropriate maps and globes.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- ● 1. Predict consequences of given changes in a community's, city's or region's population, organization and living patterns, environment, or technology. (Examples for this learner outcome at this level are taken from pre-Twentieth-Century U.S. history and the present.)

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Describe and explain changes in spatial distributions based on historical developments studied. (1)
2. Identify and describe consequences of major changes in spatial interactions. (2)

D. Use map-reading and map-making skills.

*The learner will:

- ○ 1. Locate unfamiliar places using an atlas.
- ○ 2. Select appropriate maps for specific purposes.
- ● 3. Use particular maps to:
  - Determine the type of information that may be obtained from them.
  - Find specific places for which latitudes and longitudes have been stated.
  - Describe how given places relate to each

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

other (proximity, direction, similarity of features, etc.).
- Determine distances using the scale.
- Identify distortions.

History

E. Demonstrate knowledge of significant historical events and developments, how they relate to each other and to the present.

The learner will:

- 1. Describe or identify major causes, major consequences and sequences of major historical events and developments in early American history.
  - Early exploration
  - Early European settlement
  - Conflict for control of North America by European colonial powers
  - American Revolution
  - Constitution and Bill of Rights
- 2. Describe or identify major causes, major consequences and sequences of major historical events and developments in 19th Century U.S. history.
  - Territorial expansion
  - Monroe Doctrine
  - Jacksonian Democracy
  - Relationship with native Americans
  - Sectionalism/Civil War/Reconstruction
  - Immigration
  - Industrial Revolution
- ○ 3. Describe the roles of certain individuals and groups studied in connection with the events cited in E-1 and E-2.
- ○ 4. Analyze current problems and events by comparing them to analogous situations from the past.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- ○ 1. Identify how significant historical events and developments of U.S. history (see E-1 and E-2) were perceived and judged by people of different backgrounds and social positions. (For example, how was slavery viewed by an abolitionist, by a slave about to be sold and separated from wife and child, or by a plantation owner?)
  2. Compare the rights and options of blacks and women in pre-Civil War United States with those of blacks and women today.
- ○ 3. Indicate how differing points of view toward historical events make the writing of history a complex task.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- 1. Identify democratic ways of selecting leaders and making decisions.
  2. Explain the functions of a constitution.
- 3. Identify the primary democratic values implicit in the U.S. Constitution (freedom, justice, equality, general welfare, etc.) and rules and laws that promote and protect those values.
  4. Define "democracy" and "republic" and illustrate with examples.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- 1. Apply knowledge of U.S. and Missouri law making procedures to predict next steps for bills in given cases. Identify reasons for and consequences of those procedures.
  2. Compare powers and activities of executive, legislative and judicial branches of government in Missouri and the United States.
- 3. Match major government offices with their respective branches and levels of government; identify major powers and responsibilities of those offices.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- 1. State meanings of basic rights and liberties listed in the Constitution.
  2. Identify rights denied or restricted in given cases.
  3. Compare rights and responsibilities of United States and Missouri citizens who are minors with those who are adults.
  4. Identify obligations assumed when one enters a legal contract.
  5. Explain why becoming informed before voting and participating in political affairs is an important responsibility of citizens.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

  1. Describe how negotiation, mediation and arbitration are used to resolve conflicts.
- 2. Describe ways citizens may influence the government; evaluate strategies used in given cases according to their lawfulness and effectiveness.
- ○ 3. Identify and use constructive strategies to

resolve problems: listen carefully and receptively to ideas of others; ask for clarification and elaboration of others' ideas; state the nature of disagreements; seek areas of agreement; participate in the discussion in ways consistent with parliamentary procedures, etc.

○ 4. Work effectively with others in discussions and in making and carrying out decisions.

○ 5. Identify important political leaders, and state their positions on current issues studied.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

● 1. Identify democratic values or rights underlying arguments on both sides in given political issues.

L. Apply analytic skills to political messages and discussions.

The learner will:

○ 1. Distinguish between opinion and fact in the media.

2. Interpret political cartoons by identifying the message and viewpoint of the cartoonist.

3. Identify the points of view of individuals who are speaking or writing on topics of political controversy, and evaluate evidence used to support their points of view.

○ 4. Apply productive strategies for group decision making: define the issue; identify important facts and conflicting values; select criteria to judge decisions; formulate alternative resolutions and project consequences; make a tentative decision and justify the decision; monitor implementation and amend the decision as needed.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

1. Identify trade-offs among economic goals (economic freedom, efficiency, equity, security, employment, growth, etc.) in situations where the government makes simple economic decisions. (3)

● 2. Use a rational decision-making process when making or analyzing major economic decisions made by individuals. The process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of trade-offs and opportunity costs involved.

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

● 1. Predict likely consequences for an industry or nation when changes occur in one or more of the following: natural resources, human resources, capital resources, technology, specialization, productivity or investment. (4)

2. Identify major current and historical changes that have led to economic growth over time (increases in the quantity and quality of resources; increased efficiency through improvements in technology, etc.).

3. Describe why businesses or nations strive to increase productivity in specific cases.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and governments in this and other economic systems.

The learner will:

1. Explain how financial institutions serve as intermediaries to channel savings to business investment, and describe the role of interest in the process.

2. Identify costs and benefits for individuals and businesses of various government regulations dealing with such matters as health, safety, fairness and equity.

P. Understand relationships among supply, demand, price and quantity of goods and services in market economies.

The learner will:

● 1. Explain factors causing changes in the supply or demand for goods and services and consequences resulting from those changes. (5)

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

● 1. Identify factors contributing to growth or decline in the total output of goods and services of an industry, region or nation; identify consequences of such growth or decline.

R. Understand principles related to trade (personal, regional or international).

The learner will:

1. Apply the concept of "comparative advantage" to trade of goods and services within the United States. (6)

2. Identify, with concrete examples from U.S. history, advantages of economic interdependence among regions, and tell how regional interdependence has contributed to national development.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify role expectations of various positions in government, the workplace, school and home.
2. Identify consequences of fulfilling or failing to fulfill role expectations.
3. Analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.)
4. Describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

1. Describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Illustrate how people from various cultural backgrounds have developed beliefs, practices and value priorities that sometimes vary profoundly.

V. Understand and use techniques for investigating social studies topics.

The learner will:

- 1. Use effective, appropriate methods to research a topic: library research, interviews, examination of artifacts, controlled experiments, etc.
- 2. Identify resources in the library that may be used to investigate given topics related to history or geography: card catalogs, *Readers' Guide*, encyclopedias, atlases, periodicals, fiction and nonfiction books.
3. Analyze historical resources by distinguishing between primary and secondary sources and by identifying biases and reasons for them.
4. Draw inferences about characteristics of a place (region) from maps, statistical data, narrative descriptions or visual depictions (photographs, drawings, prints, etc.).

Notes

(1) "Spatial distributions" refers to patterns of places in relation to each other, such as cities located beside rivers, mills beside rivers, living quarters of workers near factories in 19th century towns, etc.

(2) "Spatial interactions" refers to interactions of people in different places resulting from communication and transportation linkages.

(3) "Trade-offs" refers to giving up part or all of one goal in order to achieve part or all of another goal.

(4) "Natural resources" refers to land and raw materials used in producing goods and services. "Human resources" refers to the intellectual and physical labor of people used in producing goods and services. "Capital resources" refers to manufactured items (buildings, machinery, tools, roads, etc.) used in producing goods and services. "Technology" refers to the processes and knowledge used in producing goods and services. "Specialization" refers to an individual, business, region or country producing a smaller range of goods and services than it consumes. "Productivity" refers to the amount of output per unit of input, usually labor. "Investment" refers to the use of resources by business, individuals or government to increase productive capacity by developing new technology, creating capital resources or enhancing the quality of the work force.

(5) Changes in supply and demand often are misunderstood. A change in supply is a condition where producers are willing to produce more or less of a good or service when the price does *not* change. The condition in which producers produce more of a good or service because the price rises is not, according to economists, a change in supply. Similarly, a change in demand is a condition where the quantity of a good or service people are willing to buy increases or decreases when the price does *not* change. The condition in which people buy more of a good or service because the price is reduced, as in the case of a sale, is not, according to economists, a change in demand. An example of a change in demand would be more people buying coffee at a football game at 50 cents a cup because it has suddenly become cold. An example of a change in supply would be fewer companies willing to produce widgets at $10.00 each because production costs have gone up and jeopardized profit.

(6) "Comparative advantage" is an important concept

for understanding why individuals, regions and nations specialize and trade. This term refers to the condition in which it pays for one producer to specialize in producing something and trade for something else, even if that producer could produce both products well. For example, a woman who is a gourmet cook and also an expert lawyer might decide it is to her advantage to devote her efforts to being a lawyer and to purchase meals at a restaurant, because the opportunity cost of her cooking fancy meals would be her income as an attorney. The same principle may be used to explain why Manhattan is a financial rather than an agricultural center, why Oregon is strong in timber and why Switzerland produces clocks and watches.

Social Studies/Civics

LEVEL IX

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

- ● 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Nevada Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - Columbia, Colorado, Rio Grande, Missouri, Mississippi, Ohio and St. Lawrence Rivers
  - Pacific, Mountain, Central and Eastern Time Zones
  - Great Lakes
  - Washington, D.C., New York City, Boston, Atlanta, Chicago, St. Louis, Kansas City, Salt Lake City, Denver, Los Angeles, San Francisco, Seattle, New Orleans, Miami, Houston, Detroit, Anchorage and Honolulu
- ● 2. Locate the following places of the world on maps and globes, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America, South America, Antarctica
  - Amazon and Nile Rivers
  - Pacific, Atlantic, Indian and Arctic Oceans
  - Mediterranean Sea, Gulf of Mexico, Caribbean Sea
  - Himalayas, Alps, Andes and Sierra Madre Mountain Ranges
  - Canada, Mexico, Argentina, Brazil, Chile, Cuba and Panama; Great Britain, Ireland, France, Italy, Germany (East and West), the Netherlands, Spain, Switzerland and the Soviet Union; People's Republic of China, India, Pakistan, Iran, Korea (North and South) and Japan; Israel, Egypt and the Republic of South Africa
  - Mexico City; London, Paris, Rome and Moscow; Beijing, Hong Kong and Tokyo; Jerusalem and Cairo; Sydney
  - Central America and the Middle East
  - Tropical, temperate and arctic regions
- ○ 3. Describe approximate locations of various countries and cities studied so they can be found rapidly on a map.
- 4. Identify locations of and characteristics associated with particular regions studied: industralized nations, Third World nations, regions sharing common religions, Soviet bloc nations, densely populated nations, etc. (1)
- 5. Predict one or more characteristics (topography, industry, population, etc.) of a region or place, given other characteristics of the region or place.
- ○ 6. Locate places currently in the news on appropriate maps and globes.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- ● 1. Predict consequences of given changes in a community's, city's or nation's population, organization and living patterns, environment, or technology. (2)

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Describe and explain changes in spatial distributions. (3)
2. Identify and describe consequences of major changes in spatial interactions. (4)

D. Use map-reading and map-making skills.

*The learner will:

- ● 1. Locate places on maps using simple atlas/gazetteer information.
- ● 2. Identify the appropriate maps useful for specific given purposes.

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

The learner will:

- ○ 1. Explain specific contributions of other cultures studied to the culture of the United States.
- ○ 2. Identify major causes, major consequences and sequences of historical events studied.
- ● 3. Infer cause-effect relationships, given written passages which are historical in nature.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- ○ 1. Describe differences in how various people and groups perceive and judge events studied, and explain why their perceptions and judgments differ.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- ● 1. Compare powers and institutions of the government of the United States with those of state governments.
- ○ 2. Identify the steps in the elective process for various offices, and evaluate the extent to which they are democratic.
- ○ 3. Identify basic American documents and their relationship to the growth of our political system.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- ○ 1. Identify how laws are made in the U.S. and in Missouri with respect to initiation of bills, work of committees and floor discussion within the legislative bodies.
- ● 2. Describe the various steps through which bills may pass in the legislative process.
- ● 3. Apply knowledge of the principles of separation of powers and checks and balances.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- ● 1. Identify and explain basic constitutional rights and liberties of U.S. citizens.
- ○ 2. Distinguish between "rights" and "privileges" of American citizens.
- ● 3. Identify situations in which the exercise of individual rights may conflict with the common good.
- ○ 4. Identify and explain responsibilities of citizens of the United States and consequences that may follow when those responsibilities are not carried out.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- ○ 1. Identify effective ways in which citizens may become informed about current issues, qualifications of candidates for public office and the basics of registration and voting.
- ○ 2. Identify the options open to an individual who becomes involved in a dispute with another individual.
- ● 3. Describe the methods available for citizens to use in influencing actions of public officials: lobbying, initiative, recall, referendum, other forms of petitions and writing letters to editors and officials.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- ● 1. Identify constitutional principles underlying arguments on both sides of given political issues.

L. Apply analytic skills to political messages and discussions.

The learner will:

- ○ 1. Distinguish between messages conveyed with intent to inform and messages conveyed with intent to persuade or promote certain actions.
- ○ 2. Identify and describe, in given cases, the specific methods being used to influence public opinion.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

- 1. Identify trade-offs among economic goals (economic freedom, efficiency, equity, security, employment, growth, etc.) in situations where the government makes simple economic decisions.
- ● 2. Use a rational decision-making process when making or analyzing major economic decisions made by individuals, groups or govern-

ment. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs and opportunity costs involved. (5)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

1. Identify in given situations consequences (costs and benefits) related to changes in human resources, natural resources, capital resources, investment, technology, specialization, or productivity. (6)
2. Relate increased productivity to economic growth.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

- 1. Predict the effects of government policies related to taxes and expenditures, and predict the effects of changes in interest rates on individuals and businesses.
- 2. Define, explain and recognize examples of the concepts "market economy" and "command economy." (7)
3. Identify costs and benefits for individuals and businesses of various government regulations dealing with health, safety, fairness and equity.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:

1. Describe consequences in given situations where prices are set by government action (minimum wage laws, agricultural price supports, subsidized housing, etc.) above or below market clearing prices. (8)
2. Predict, where possible, changes in market prices based on changes in supply, demand or both.

Q. Understands how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Identify conditions that explain why some countries have higher levels of economic output (Gross National Product per capita) than others; explain how investment in human and capital resources or how given government policies affect GNP per capita.
- 2. Explain how changes in Gross National Product in relation to population, the level of unemployment and the level of prices affect the standard of living of different groups within a country.

R. Understand principles related to trade (personal, regional or international).

The learner will:

1. Explain, with examples, why nations trade, and state advantages and disadvantages in specific cases.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify role expectations connected with various positions in the community, workplace, government, home and school.
2. Identify factors that explain why people conform to or deviate from socially accepted behavior.
3. Analyze and evaluate efforts of leaders in accomplishing various goals in historical cases studied.
4. Identify ways parents can help their children become competent, responsible, creative adults.
- 5. Identify examples, causes and consequences of prejudice and discrimination.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

1. Describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Identify major features of other cultures studied pertaining to family, religion, government, economics, technology and the arts.
2. Identify how people of different cultures studied fulfill their basic needs.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

- 1. Identify resources in the library that may be used to investigate given topics related to

history or geography: card catalogs, *Readers' Guide*, encyclopedias, almanacs, atlases, periodicals, fiction and nonfiction books.

- 2. Analyze historical resources by distinguishing between primary and secondary sources and by identifying biases.
3. Draw inferences about the characteristics of a region or place from maps, statistical data or primary (written or visual) sources.
- 4. Interpret information included in given graphs, charts and tables.

Notes

(1) "Region" refers to an area that displays unity in terms of selected criteria. There are many ways regions may be defined, with those ways depending upon the questions being studied. The word "studied" as used in this and other objectives here is a signal to indicate that the objective should be related to content emphasized in the local curriculum.

(2) Examples of such changes may be found in current news stories as well as in history. The point is to make students aware of events such as the 1986 incident involving the Soviet nuclear reactor at Chernobyl, the construction of a major automobile factory in Wentzville, or a shift in land use in a rural area. Students should then be asked to predict consequences.

(3) "Spatial distributions" refers to natural or man-made patterns of how places are located in relationship to each other. Examples of natural spatial distributions include beaver dams on streams or predictable variations of plant and animal species as one travels from the equator toward the North or South Poles or travels from low to high elevations. Man-made spatial distributions include arrangement of rooms in buildings, organization of space in cathedrals, arrangement of towns and cities in rural areas, layout of different districts of cities and so on. Spatial distributions are influenced by many factors, including topography, tastes and technologies.

(4) "Spatial interactions" refers to interactions of people in different places resulting from communication and transportation linkages.

(5) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Having a longer assembly means giving up all or part of music, art or history class. Determining trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer assembly would be the music, art or history missed, whichever is your favorite class—not all three. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(6) "Investment" refers to the use of resources by businesses, individuals or government to increase productive capacity by developing new technology, purchasing capital resources or enhancing the quality of the work force. "Productivity" refers to the output per unit of input, usually labor. Productivity may be altered by changes in technology.

(7) A market economy is an economic system in which decisions about what to produce, how, and for whom are determined through the decentralized decisions of individuals, who, as producers and consumers, offer to sell and buy goods and services in the market place, with price being determined by the aggregated demand and supply of the individuals of the society. The resulting price influences what is produced, how and for whom. A command economy, on the other hand, is a system in which decisions about what to produce, how, for whom, and at what price are determined by authorities.

(8) Market clearing prices are those prices at which there is neither surplus nor shortage. A store that has dresses priced above the market clearing price would have a surplus, which it would likely clear by reducing the price. A store that has dresses priced below the market clearing price would quickly find its stock about to be depleted, a condition which may be corrected by raising prices.

Governments in various countries sometimes set prices of certain items and may do so above or below market clearing prices. For example, a government may set minimum wages above the market clearing price, with the result that there is a surplus of labor, because at the minimum wage more people are willing to work than employers are willing to hire. On the other hand, a government may set rent ceilings for apartments below the market clearing price, with the result that there is a shortage of apartment units.

Social Studies/Civics

LEVEL X

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate a knowledge of place geography.

*The learner will:

- 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Madre Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - St. Lawrence, Columbia, Colorado, Rio Grande, Missouri, Ohio, Mississippi and Tennessee Rivers
  - Lake Michigan, Lake Huron, Lake Superior, Lake Ontario, Lake Erie, Great Salt Lake
  - Washington, D.C., New York City, Boston, Atlanta, Chicago, St. Louis, Kansas City, Denver, Los Angeles, San Francisco, Seattle, New Orleans, Houston, Detroit, Honolulu (Pearl Harbor), Miami and Anchorage
- 2. Locate the following places of the world on maps, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America and South America
  - Pacific, Atlantic, Indian and Arctic Oceans; Caribbean, Mediterranean, Bering, Black, Baltic and Red Seas; Sea of Japan; Gulf of Mexico and Persian Gulf
  - Amazon, Nile, St. Lawrence, Danube, Rhine, Volga, Ganges, Zaire (Congo) and Hwang Rivers; Tigris-Euphrates River System
  - Himalayas, Alps, Andes, Sierra Nevada and Rocky Mountains
  - Desert regions in North Africa, the Arabian peninsula and Australia
  - Canada, Mexico, Panama, Argentina, Brazil and Cuba; Great Britain, Ireland, France, Spain, Italy, Switzerland, Germany (East and West), Holland, Austria, Poland, Greece, Norway and the Soviet Union; China, India, Indonesia, Japan, Bangladesh, Pakistan, Korea (North and South), Vietnam and Iran; Israel, Egypt, Saudi Arabia, Nigeria, Zaire and South Africa
  - Mexico City, Sao Paulo, Rio de Janeiro and Montreal; London, Paris, Rome, Berlin, Warsaw, Athens and Moscow; Beijing, Hong Kong, Tokyo, Jerusalem and Mecca; Cairo, Nairobi and Johannesburg
  - Central America, the Middle East and Scandanavia
- ○ 3. State or identify approximate locations of major cities or countries not listed above so they can be found rapidly on a map or globe.
- ○ 4. Identify locations of and characteristics associated with particular regions studied: industrialized nations, Third World nations, regions sharing common religions, Soviet bloc nations, densely populated nations, specific countries like Saudi Arabia and Canada, specific cities like Washington, D.C. and Detroit, etc. (1)
- 5. Use the concept "region" in categorizing and comparing places.
- 6. Predict probable characteristics of a place, given limited information about the place.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- 1. Predict consequences of given changes in a community's, city's or nation's population, organization and living patterns, environment, or technology.
- ○ 2. Identify issues related to use of the environment in specific cases involving competing values (freedom of movement vs. overcrowding of cities; need for fuel now vs. conservation of resources, etc.).
- 3. Identify costs and benefits of ways in which people studied have used the environment.

C. Demonstrate an understanding of spatial relationships.

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

The learner will:

- 1. Predict or describe cause-effect relationships between decisions by individuals or governments and spatial distributions or spatial interactions. (2,3)

D. Use map-reading and map-making skills.

The learner will:

- 1. Select appropriate maps for specific purposes.
- 2. Use atlases to locate places, formulate hypotheses and draw conclusions about places and their interrelationships.
- 3. Evaluate conclusions drawn from a variety of given maps.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

The learner will:

1. Describe how the following cultures contributed to our heritage:
   - Athenian democracy, fine arts and architecture
   - Roman order, law and architecture
   - Judeo-Christian traditions
   - Renaissance and Enlightenment Europe and its emphasis on human achievement, observation, reason, aesthetics
   - England and the development of courts, common law and an independent parliament
- 2. Identify major causes of major historical events and developments related to the following topics from modern U.S. and world history:
   - New ideas (Renaissance, Reformation, enlightenment, nationalism, science)
   - Expansion of Western influence to the Americas, Asia and Africa
   - Major political revolutions (American, French, Russian, Chinese)
   - Industrial revolutions (Britain, United States, Europe, Japan)
   - Major population migrations, especially those to the United States
   - Struggles in the United States for extension of democratic ideals (Jacksonian democracy, Abolitionism, Radical Republicanism following the Civil War, Progressive Era, Women's Suffrage, New Deal, Civil Rights Movement)
   - Totalitarian systems (1930s, 1940s)
   - Major wars (Napoleonic, U.S. Civil War, World War I, World War II, Korean War, Vietnam War)
   - Post-World War II realignment of world powers; changes in World War II's losers, Germany and Japan; the creation of new nations from European empires; the Cold War
- 3. Identify major consequences of major historical events and developments related to the topics from modern U.S. and world history cited in E-2.
- 4. Identify sequences of major historical events related to the topics from modern U.S. and world history cited in E-2.
- 5. Indicate roles of certain individuals and groups studied in connection with the events cited in E-2.

6. Analyze contemporary problems in the light of their historical development and complexity, and propose solutions to them. Such problems include:
   - Population growth placing strains on essential resources
   - Changing relationships among dominant and minority groups in the United States and in other cultures studied
   - Pollution of various sorts
   - Severe poverty in some places
   - Security of nations, including that of the United States and other nations in the nuclear age
7. Indicate how folk and fine arts have been influenced by and been an influence upon historical events and developments.

F. Understand how people's positions and experiences influence their view of events.

The learner will:

- 1. Describe differences in how various people and groups perceive and judge events studied, and explain why their perceptions and judgments differ.
2. Explain why different historians often interpret the same event differently.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- 1. Compare principles and institutions of the government of the United States with those of other countries, democratic and nondemocratic, as described or studied in class. (4)
- 2. Infer and explain basic principles of democratic government quoted from important American documents (the Declaration of Independence, the Constitution, speeches such as Gettysburg Address and Supreme Court decisions).

3. Identify and explain any of the core beliefs that must be shared among a citizenry if democratic government is to be secure: need to be informed, respect for the dignity of all people, support for the marketplace of ideas, respect for law, etc.
4. Propose ways to determine whether a political system could be called democratic.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

1. Identify examples of powers delegated, shared and forbidden to federal and state governments in the United States Constitution.
- 2. Identify different ways in which law is made in the United States and Missouri (legislation initiated in legislative bodies, rulings by judges in legal cases, initiatives and referenda), and explain various restraints on lawmakers (constitution, anticipated checks from other branches, public opinion, limits of time and money, etc.).
- 3. Identify major responsibilities of leading officials in each branch of federal, state and local government.
4. Compare different courts that affect citizens, and describe their powers:
   - Trial, appeals and supreme courts
   - Criminal and civil courts
   - Adult and juvenile courts
5. Identify examples of international law (custom and treaty), and tell how such law is made.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- 1. Explain or identify the meaning and significance of various rights guaranteed by the Constitution, and cite where in the Constitution those rights may be found.
2. Distinguish between situations in which constitutional rights are clearly defined and situations in which constitutional rights are still being interpreted.
3. Explain how criminal and civil legal systems protect the rights of citizens, and identify citizen responsibilities in the functioning of those systems.
4. Indicate how rights and responsibilities of citizens change with age and position (driver of vehicle, spouse, parent, employee, party to contract, voter, etc.).
5. Explain what national and international law can and cannot accomplish.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

1. Explain roles of citizens (plaintiff, defendant, member of jury) in the resolution of disputes in the United States legal system.
2. Describe processes by which candidates are nominated, appointed and elected to office at state and national levels.
- 3. Identify ways in which citizens may participate in government in the United States and Missouri, and evaluate the likely effects of specific efforts to influence public policy in given cases.
- ○ 4. Demonstrate knowledge about current issues, incumbents, candidates for office, and basics of voting and registration.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- 1. Identify constitutional principles underlying arguments on both sides of political issues described or studied.
- 2. Explain how specific constitutional principles have changed over time. (For example, the interstate commerce clause was extended; the equal protection clause was changed from supporting "separate but equal" to require integration; the religious freedom clause has been interpreted to restrict formal prayer in school.)

L. Apply analytic skills to political messages and discussions.

The learner will:

1. Draw inferences about the position of a person on a political issue based on his or her writing, speaking or cartoons.
- ○ 2. Identify the nature of various disagreements among people discussing political questions, and identify ways to resolve or clarify the disagreement.
- 3. Recognize and describe propaganda techniques (including subliminal messages) in political presentations and advertisements.
4. Ask appropriate questions to get the information needed to make decisions concerning social, political and economic issues.

Economics

M. Analyze economic decision situations with awareness of opportunity cost and trade-offs.

The learner will:

- ○ 1. Identify ramifications for society of private and public economic decisions in cases studied.

2. Identify trade-offs among general economic goals (economic freedom, growth, equity, security, employment, efficiency, price stability, etc.) in given decisions made by the government. (5).
- 3. Use a rational decision-making process when analyzing economic decisions by individuals or the government. This process includes: (a) defining the problem with identification of economic goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs and opportunity costs.

N. Understand factors of production, their interrelationships, and how investment in them relates to productivity.

The learner will:

1. Identify benefits and costs of increasing productivity in specific cases. (6)
2. Propose ways to increase productivity in given cases.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and governments in this and other economic systems.

The learner will:

- 1. Define and illustrate the concepts of "market economy" and "command economy," and apply those concepts in analyzing mixed economic systems. (7)
2. Explain how businesses in the United States raise funds for investment. (8)
3. Describe major functions of labor unions, and explain their impact in the past and present.
4. Contrast economic systems studied on the basis of: (a) relative sizes of public and private sectors; (b) the proportion of market decision making as opposed to command decision making; and (c) the relative proportions of capital and labor in production methods.
- 5. Predict the probable effects of government policies related to taxes, expenditures or regulations and of changes in interest rates on households, businesses and workers in given cases.

P. Understand relationships among supply, demand, price and quantity of goods and services in market economies.

The learner will:

1. Predict shifts in demand when given information about changes in consumer income, tastes and preferences and changes in prices of other goods and services; predict shifts in supply when given information about changes in production costs. (9)
2. Predict changes in market prices and quantities of goods and services, based on changes in supply, demand or both.
3. Identify situations where a free, unregulated market economy will not provide incentives for people to produce what a society defines as its public needs (national defense, education for all, police protection, etc.).
- 4. Predict consequences in given situations where prices are set by government above or below the market clearing price and where monopolies or oligopolies change supply to affect prices. (For example, what would likely result if automobile companies charge a very high price for automobiles, or if a government sets a price for milk so low that there is excess demand ?) (10)
5. Explain how the labor market is influenced by fluctuations in supply or demand.
6. Relate concepts of supply and demand to historical events and current affairs.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Predict probable living conditions in a nation when given information about two or more of these factors: Gross National Product (GNP), level of unemployment, level of prices, and size of population. (11)
- 2. Identify conditions that explain why some countries have higher levels of economic output (GNP per capita) than others.
3. Predict the probable impact of government economic policies on such factors as growth in economic output, employment, consumer spending, price levels and distribution of income in given situations. (Such policies include changes in level and types of taxes, in total government spending, in regulations to promote health and safety and in the Federal Reserve's influence over interest rates.)

R. Understand principles related to trade (personal, regional or international).

The learner will:

1. Explain, with examples, why nations trade, and state advantages and disadvantages in specific cases. (12)
2. Describe how and why governments promote and restrict trade among nations, and predict the consequences of trade restrictions for nations, businesses and households.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify role expectations connected with various positions in the workplace, government, home and school.
2. Identify factors that explain why people conform to or deviate from socially accepted behavior.
3. Analyze and evaluate efforts of leaders in accomplishing various goals in historical cases studied.
4. Identify ways parents can help their children become competent, responsible, creative adults.
- 5. Describe prejudice and discrimination, their causes and consequences.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

1. Describe changes studied regarding family, religion, government, education, business and the arts and how such changes have influenced the lives of people.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Explain major features of family structure, religion, politics, economics, technology and art forms in cultures studied.
- o 2. Cite examples illustrating how people of different cultures have common fundamental needs but use different ways of meeting those needs.
3. Identify instances of stereotyping, and illustrate how stereotypes may handicap a person in understanding other people.

V. Understand and use techniques for investigating social studies topics.

The learner will:

- 1. Identify and evaluate methods and resources for investigating given topics related to other cultures, history, current politics or economics.
- o 2. Make and evaluate inferences drawn from specialized maps, statistical data and primary sources. (Inferences must follow logically from the data and must consider whether the data are representative and objective.)

Notes

(1) "Region" refers to an area that displays unity in terms of selected criteria. There are many ways regions may be defined, with those ways depending upon the questions being studied. The word "studied" as used in this and other objectives here is a signal to indicate that the objective should be related to content emphasized in the local curriculum.

(2) "Spatial distributions" refers to natural or man-made patterns of how places are located in relationship to each other. Examples of natural spatial distributions include beaver dams on streams or predictable variations of plant and animal species as one travels from the equator toward the North or South Poles or travels from low to high elevations. Man-made spatial distributions include arrangement of rooms in buildings, organization of space in cathedrals, arrangement of towns and cities in rural areas, layout of different districts of cities and so on. Spatial distributions are influenced by such factors as topography, tastes and technologies.

(3) "Spatial interactions" refers to interactions among people of different places resulting from communication and transportation linkages.

(4) Test items will describe some facet or facets of another political system and will ask students to identify how what was described is similar to or different from the U.S. system.

(5) "Trade-offs" refers to giving up all or part of one goal in order to obtain all or part of another goal.

(6) "Productivity" refers to the output per unit of input, usually labor. Productivity may be altered by changes in technology.

(7) A market economy is an economic system in which decisions about what to produce, how, and for whom are determined through the decentralized decisions of individuals, who, as producers and consumers, offer to sell and buy goods and services in the market place, with price being determined by the aggregated demand and supply of the individuals of the society. The resulting price influences what is produced, how and for whom. A command economy, on the other hand, is a system in which decisions about what to produce, how, for whom, and at what price are determined by governmental authorities.

(8) "Investment" refers to the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, purchasing capital resources or enhancing the quality of the work force.

(9) A change in supply is defined as a condition in which producers are willing to produce more or less of a good or service even though prices remain constant. A change in demand is similarly defined as a condition

in which consumers choose to buy more or less of a good or service even though prices remain constant. An example of the former would be companies producing less steel because increased production costs have reduced profit. An example of the latter would be people choosing to buy more hot chocolate at a football game, not because prices have changed, but because the temperature has suddenly plummeted.

(10) Market clearing prices are those prices at which there is neither surplus nor shortage. A store that has dresses priced above the market clearing price would have a surplus, which it would likely clear by reducing the price. A store that has dresses priced below the market clearing price would quickly find its stock about to be depleted, a condition which may be corrected by raising prices.

Governments in various countries sometimes set prices of certain items and may do so above or below market clearing prices. For example, a government may set minimum wages above the market clearing price, with the result that there is a surplus of labor, because at the minimum wage more people are willing to work than employers are willing to hire. On the other hand, a government may set rent ceilings for apartments below the market clearing price, with the result that there is a shortage of apartment units.

Large companies—monopolies or oligopolies—have so little competition that they can exercise much control over both supply and price. Thus, automobile companies may choose to raise prices and reduce supply, with the result that they will get their higher prices, but with fewer customers buying their product.

(11) "Gross National Product" (GNP) refers to the dollar value of all final goods and services produced annually by a nation's economy. Concepts important for students to understand related to GNP are "per capita GNP," the GNP divided by the population of a nation, and "real GNP," the GNP figure for a nation with corrections made for changes in the value of the nation's currency unit. Per capita GNP is obviously a much better indicator of standard of living than GNP alone, because nations with the same GNP may have population sizes that differ considerably. Real GNP is also a better indicator of actual output of goods and services because without correction for inflation or deflation, a change in the GNP figure might reflect only the inflation or deflation, not a change in output. The terms "per capita GNP" and "real GNP" will not be used in the Level X test items, but students who understand the ideas behind the terms will find the items much easier to comprehend.

(12) Underlying advantages of interdependence is the economic concept, "comparative advantage." "Comparative advantage" refers to the condition in which it pays for one producer to specialize in producing something and trade for something else, even if that producer could produce both products well. For example, a woman who is a gourmet cook and also an expert lawyer might decide it is to her advantage to devote her efforts to being a lawyer and to purchase meals at a restaurant, because the opportunity cost of her cooking fancy meals would be her income as an attorney. The same principle may be used to explain why Manhattan is a financial center, why Oregon is strong in timber and why Switzerland produces clocks and watches. Specialization and trade, resulting in interdependence, have contributed to high standards of living in industrial nations. They have also contributed to having conditions within one nation dependent upon conditions in other countries, a source of insecurity. Moreover, some of the poorer nations in the world, dependent on demand for the few products they have to trade, may be especially subject to unstable conditions and may find it difficult to lift themselves to higher standards of living as a result.

Missouri Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102